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ABSTRACT

This document presents the annual report of the Danforth Foundation. Emphasis is placed on the history of the Foundation, trustees, administration, and consultants; president's statement; higher education; precollegiate education; urban affairs; operational procedures and practices; limitations to the grant-making of the Foundation; grants; and financial statements. The section on higher education presents a position paper, brief overview of programs, and grants. The precollegiate education segment presents a position paper, and efforts made in the area of seminars on strategies for educational change, consultation on articulation, citizenship and moral education, grants for projects in moral education, and a review of the Danforth School Administrators Fellowship Program. The section concerning urban affairs presents a position paper, a summary of grants, and a review of two programs: St. Louis Metropolitan Fellowships and St. Louis Metropolitan Leadership Program. (MJM)

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The Danforth Foundation Annual Report 1973/74

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222 South Central Avenue
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The Danforth Foundation

The Danforth Foundation, created by the late Mr. and Mrs. William H. Danforth in 1927, is a national, educational philanthropic organization, dedicated to enhancing the humane dimension of life. The major thrust of the Foundation embraces the theme of improving the quality of the teaching/learning environment. Assistance is provided to men and women through programs sponsored and administered by the Foundation, and to projects, programs, and institutions through grant-making activities. Within the broad range of education, the Foundation focuses on support of higher and secondary education on the national scene, and on urban affairs in the metropolitan St. Louis area.

History of the Foundation

The Danforth Foundation was established in 1927 as a non-profit, philanthropic Missouri corporation by Mr. and Mrs. William H. Danforth of St. Louis. As one of his consuming interests, Mr. Danforth, who was the founder of Ralston Purina Company, sought to encourage young people of high character and with leadership skills to prepare themselves for lives of service, particularly as teachers. Until his death in 1955 and hers in 1956, Mr. and Mrs. Danforth continued to take great interest in the activities of the Foundation and to guide its development as a fund devoted to the field of education.

This interest and leadership in the Foundation on the part of the Danforth family has continued. Following Mr. Danforth's death, his son, Mr. Donald Danforth, Sr., then President of Ralston Purina Company, served as President of the Foundation (which title was changed to Chairman of the Board in 1966). In 1965 when Mr. Donald Danforth retired as President, he was succeeded by his son, Dr. William H. Danforth, then Vice-Chancellor for Medical Affairs and currently Chancellor, Washington University. Mr. Donald Danforth, Sr., continued to serve on the Board as Vice Chairman until his death in 1973. Dorothy Danforth Compton, daughter of the founders of the Foundation and sister to Donald Danforth, Sr., served as a Trustee from 1927 until her death in 1974.

As a result of the generosity of the Danforth family, the resources of the Danforth Foundation increased through the years. Grants were made to educational institutions, largely colleges and universities; and programs of continuing support were developed. In 1940 Dr. William J. Hutchins, President

Emeritus of Berea College, was appointed Adviser to the Foundation. With his help Mr. Danforth established the first of the ongoing programs, the Danforth Associates, in 1941. The "Danny Grad" Program was established in 1943 (discontinued in 1957).

During the 1940's the increasing size of the Foundation made necessary an enlargement of the Staff and a broadened philanthropic activity. As Dr. Hutchins approached retirement, Dr. Kenneth I. Brown, who had served previously as President of Hiram College and of Denison University, was appointed Executive Director of the Foundation in 1951. Under his leadership the decade of the fifties saw a rapid expansion of Foundation-sponsored programs.

The Danforth Graduate Fellowships were established in 1951; the Teacher Grants in 1955 (discontinued in 1968); the Workshop on Liberal Arts Education in 1957; and the Danforth Indian Program in 1959 (discontinued in 1970). Also in the 1950's the Danforth Program in the Campus Ministry was initiated. Established in 1956 were Seminary Internships in the Campus Ministry (discontinued in 1968) and in 1957 Campus Ministry Grants. These Grants continued through 1971, when, as a result of a review of the Program in the Campus Ministry, the 1969-initiated Underwood Fellowships became the central focus of the Program.

Upon Dr. Brown's retirement in 1961, Dr. Merrimon Cuninggim, became the Executive Director (which title was changed to President in 1966). In 1962 the Foundation assumed the administration of the Kent Fellowships previously awarded by the National Council on Religion in Higher Education. At the same time the Foundation helped to support the establishment of a separate organization, the Society for Religion in Higher Education. The organization provides an opportunity for continuing associations among participants in several Danforth-sponsored Fellowship programs and other persons concerned with values and good teaching in higher education. The year 1962 also marked the beginning of the Danforth Associate Award, later renamed the E. Harris Harbison Award for Gifted Teaching (discontinued in 1972).

In 1964 the Trustees expanded the interests of the Foundation to include secondary education. With broadening of activity in this grant-making field, the program in 1969 became known as the Pre-collegiate Education Program. In this area in 1973, the Danforth School Administrators Fellowship Program (James E. Allen, Jr. Fellows) was established.

A program of Graduate Fellowships for Women was initiated in 1965 and the Short-Term Leave Grants for College and University Administrators in 1968. (The program of Short-Term Leave Grants had been authorized for five years and was completed in 1973). Also in 1968 the Foundation, which previously had been involved only in education, expanded its interests to include urban affairs. The activities of the Foundation in urban affairs are restricted to metropolitan St. Louis.

Four additional Foundation-sponsored programs were initiated in 1969: the Institute for College Development (a pilot project originally operated for one year and currently authorized for another three-year period); Postgraduate Black Studies Fellowships (discontinued in 1971); the St. Louis Metropolitan Fellowships, now revised as the St. Louis Metropolitan Leadership Program; and the Underwood Fellowships. In 1970-71 the administration of the Danforth Graduate Fellowships and the Kent Fellowships was combined following a careful review of both programs. The program is now the Danforth Graduate Fellowship Program with Danforth Fellowships and Kent Fellowships. Also in 1970-71 Trustee authorization was given for the initiation of a Community College Institute in 1972, and the decision was made to focus the international efforts of the Foundation in cooperative Asian regional higher educational activities for a period of three years.

Dr. Gene L. Schwilck, who had been a Vice President of the Foundation since 1967, was named President in April, 1973, following Merrimon Cuninggim's resignation.

The activities of the Foundation are presently concentrated in three major areas: higher education, precollegiate education, and urban affairs. In each of these areas, objectives are pursued through fellowship programs, grants, conferences, and consultations. Through examination of existing practices, and continuous exploration of new activities, the Trustees and Staff of the Foundation attempt to keep the work responsive to the needs of the day and, at the same time, consistent with the ideals of Mr. and Mrs. William H. Danforth, the founders.

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1. Deceased May 19, 1974
2. Deceased May 13, 1974

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Consultant to the Committee on Higher Education

John B. Ervin, Washington University
Consultant to the Committee on Urban Affairs

Harold G. Shane, Indiana University
Consultant to the Committee on Precollegiate Education

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In Memoriam

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In the last year the Danforth Foundation suffered from the loss of two of its Board members, Dorothy Danforth Compton and Frederic M. Peirce.

Dorothy Danforth Compton was the daughter of the Foundation's founder, William H. Danforth. She served on the Board since the beginning in 1927.

Dorothy Compton lived an energetic and vigorous life. The years were filled with people. Her family and her thousands of friends were part of her. With each individual she shared her hospitality and her encouragement which touched so many lives. Her commitment was to the great causes of her time—especially to peace in the world and justice for those who have been denied it so long. Each day was scarcely long enough to hold her enthusiasm or to supply the hours necessary to express her boundless generosity and good will.

At Dorothy Compton's memorial service Benjamin Mays, President of the Atlanta School Board and former President of Morehouse College, summed up the feelings of many: "If I were an artist, I would paint my conception of Dorothy. I would paint her bringing the whole world together into one great fellowship of love and brotherhood. Dorothy's concern had no boundaries. It included all nations of men that inhabit the globe, all ethnic groups, all racial designations, all economic and political classes, the tutored and the untutored, the rich and the poor, the so-called great and the so-called small . . . I really believe that if Dorothy had been

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omnipotent she would have embraced all these groups in her arms and would have molded them into one world of peace and brotherhood."

Frederic M. Peirce brought his own special set of attributes to the Danforth Foundation. He joined the Board in 1960 at the time the Danforth Foundation expanded its interests into the urban problems of St. Louis. Fred Peirce cared deeply about the Saint Louis community and its people. He understood how progress could be made and failure avoided.

Fred Peirce was both a sensitive human being and successful business and community leader. He was a friendly, kind, and gentle man, who understood instinctively that organizations were collections of individual human beings, each with aspirations and vulnerability. Yet his clarity of vision never let him be betrayed into sentimentality and romanticism. His judgment was always balanced, his counsel wise. His combination of compassion and realism made him much in demand, but he was always ready with his time and his energy for those who needed it.

Dorothy Compton and Frederic M. Peirce will be much missed, but their lives will continue to inspire those who were fortunate enough to know them.

William H. Danforth
Chairman of the
Board of Trustees

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President's Statement

When I joined the Staff of the Danforth Foundation seven years ago, one of my friends, a staff member of another foundation, stated that it is more difficult to give money away than to raise it. As a school administrator, I found this idea to be intriguing. Later, as a foundation officer I gained respect for the full range of implications of such a predictive statement.

It is relatively easy to be critical of the financial policy of public or private agencies as one looks on from the sidelines. It is even invigorating, as an observer, to project potential activities for given agencies. However, as a staff member confronted with the reality of given sets of circumstances, one must constantly establish, order, and reorder priorities for responsible decision-making. This is an awesome task for staff members, for foundations are provided the opportunity to fund many worthwhile projects.

A quick review of education in the United States indicates that in the mid-nineteenth century the majority of funds supporting higher education were secured from philanthropic sources. Today foundations provide less than one per cent of the costs of education in our nation, in spite of the fact that an increasing number of large foundations now support educational activities.

This realization places a dramatic burden on trustees of foundations to utilize their relatively modest resources in significant ways. Is the trust best honored through the financial support of individual colleges and schools? Do crisis problems deserve extended financial intervention on the part of foundations? Is the plight of educational institutions in an inflationary period of sufficient intensity that foundations should attempt to provide a general subsidy to education? Are dominant themes so crucial as to demand the majority of the funds of foundations?

The questions are unending. The possibilities are unlimited. The issues are being debated vigorously. Those charged with the responsibility of dispersing foundation funds are not in agreement.

The Danforth Foundation, throughout its forty-seven years, has expressed and maintained an interest in individuals. Grants awarded and programs administered by the Foundation have assisted individuals gain an advanced education on the premise that they are then better able to serve their fellowmen and women. Formal education has been deemed an important aspect of the humane individual and a valuable ingredient in his or her ability to contribute to the betterment of the human condition. Further, the Foundation has consistently attempted to perform on the cutting edge of educational development. Funds are expended to encourage educational leaders in their dedication and ability to assist individuals advance in human dignity, and to promote the quality of learning in educational institutions. To these ends the Foundation remains dedicated.

Throughout the last two years, the Trustees and Staff studied the philosophy and strategies of the Foundation. Following extended interaction among Trustees and Staff, Position Papers were prepared. Selected educators, community leaders, and citizens critiqued the statements which were designed to define the future role of the Foundation. The statements describe the intentions of the Foundation in its continuing work in education, and state clearly our priorities and limitations. It was agreed that if the Foundation focused its efforts more sharply, it had a greater opportunity to make a significant impact.

These Position Papers are presented in this Annual Report. The three major areas of concentration of the last decade will be continued. They are: Higher Education,

Precollegiate Education, and Urban Affairs. The work of the Foundation in the field of higher education will continue. The expanded activities in the field of secondary education will remain a vital part of the effort of the Foundation. The urban affairs program, conducted the last eight years in St. Louis, the home of the Danforth Foundation, will be maintained.

The position statements, capitalizing upon past experiences and momentum, state the mission of the Danforth Foundation. Continued attention will be given to the development of strategies to implement these goals of the Foundation. Greater effort will be made to direct the Foundation-administered programs toward these stated objectives, and to relate the work of the Foundation programs and grant activities in the mutual support of the stated objectives. With this objective, the twelve programs administered by the Foundation are undergoing expanded study and modification.

In expressing priorities of concern, the Foundation Trustees and Staff are keenly aware that there are other issues facing society which deserve financial support and the investment of energies of people. With relatively modest resources, the Trustees and Staff believe that a focused attack on a limited number of concerns is a desirable strategy for one organization. The decision was made in the hope that it will be considered to be in harmony with the efforts of the countless number of other organizations and individuals throughout the nation contributing to the enhancement of educational opportunities for all citizens.

A year ago there were several Staff changes. Capable and experienced Staff members of the Foundation took advantage of opportunities to continue and expand their leadership with other foundations and with other

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educational institutions. It is our belief that new Staff members bring new vision and that our present Staff, made up of people with diverse experiences, can continue to be responsive to educational needs, but more important, can participate in the initiation of new and revitalized educational activities appropriate for the demands of the times.

The Foundation responds to requests and suggestions from citizens and educational leaders. We solicit recommendations. In addition, the Foundation Staff participate with educational leaders of the nation through consultations, conferences, and workshops, and thus seek to be participants in the assessment of educational opportunities and strategies and in the establishment of priority efforts of educational activities in our nation.

The annual expenditure of the Foundation remains at an all-time high. Of this expenditure, one-half was expended for the twelve programs administered by the Foundation Staff. These programs are described in detail in this Annual Report. They all focus on individuals—those preparing for teaching or community leadership, as well as individuals who currently occupy major leadership responsibilities on campuses and in schools throughout the nation. One-half of the annual expenditure was made in the form of grants to educational institutions and organizations for projects related to the learning and teaching environment, with special emphasis on the relationship between faculty and students. Selected grants of this past year are described in this Annual Report. All grants are reported. We welcome your comments and suggestions.

Gene L. Schwilck
President

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Higher Education

The Danforth Foundation remains active in higher education. The scope of that activity is national, and the programs are diverse. Nevertheless, in 1973-74, efforts were made to clarify priorities and to improve guidelines so as to make it easier for individuals and institutions to know the themes/problems in which the Foundation is most interested, as well as to enable Staff to better coordinate the professionally-administered programs and grant-making activity.

The attention of the Foundation in higher education is now concentrated on the preparation of new college teachers, the renewal or development of established faculties, and the future of the profession of teaching. Also emphasized are the needs and the abilities of the learners, especially students and more particularly the so-called new students. Changes in the context for teaching and learning are of interest, as are procedures for assessing the effectiveness of such activities. Another objective is to encourage representatives of the campus (faculty, administrators, campus ministers, etc.) to come together with non-academic professionals from the general community (business people, media representatives, clergy, etc.) in a shared inquiry concerning values and purposes which may constitute a significant rationale for higher education today and in the future.

The following pages contain a position paper which outlines the role of the Danforth Foundation in the area of higher education for the immediate future. The paper is reprinted from the May, 1974, issue of *Danforth News and Notes*.

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Teaching and Learning in a Democratic Society

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Higher Education Position Paper

Every responsible institution and individual must intermittently ask, "What can be done, now, to make a difference, to have impact for good?" The Danforth Foundation has assumed throughout its history that the best answer to a question of such complexity could be found in education—in helping to educate people and improve educational institutions.

The Foundation's position has been that learning is a good thing, essential in a democracy; that institutions of learning are of value to society, and particularly to students who in such settings come into contact with professors; that teaching contributes to learning, motivating and facilitating the learner's efforts; that teaching is an art and a craft, indeed, a profession with a history, culture, literature, standards, methodologies, goals; that teaching professionals care about the reform and improvement of their profession, as well as about the learners, those students who can learn in many places and in differing ways but who have always sought out true teachers working in authentic settings.

It was a simple faith, actively expressed in fellowships and grants, workshops and conferences. The emphasis, however, was always on people, on people teaching and learning, on people and their values, on people striving to encourage achievement within an educated society.

Are the traditional assumptions of this Foundation still valid? We think so. Our faith has been informed by experience, strengthened by events. We are aware of the charges that are being made now about institutional rigidities that frustrate educational accomplishment, about the authority of the teaching profession being corrupted by professional authoritarianism, about contrived standards subjectively interpreted, about how the rhetoric of opportunity is contradicted by the practice of exclusion. The charges are varied, persistent, and some have substance. Nevertheless, the Foundation is not ready to abandon established institutions of higher education any more than it is ready to repudiate teaching and learning.

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Individual development and societal growth require teaching and learning. These processes in turn require form, a context, procedures and arrangements. They require institutions for teaching and learning. The Foundation prefers to work for the reform and improvement of those we have rather than to call for alternatives which, in all probability, would be in need of change by the time they reached the people.

Teaching and learning in a democratic society is the theme, then, around which most of the activities of the Danforth Foundation will continue to be grouped. The programs of the Foundation will deal with aspects of this theme as will the majority of the Foundation's grants. In the following paragraphs the Danforth Foundation theme is divided into its component parts and developed more fully.

Teaching

Three elements of this subject will be featured:

—the preparation of new teachers

—the renewal of established professors and administrators

—the future of the teaching profession

The preparation of new faculty members may be more important now than ever before, not quantitatively but qualitatively. The need in terms of numbers is reduced, the need in terms of effectiveness is increased. Consequently, although job opportunities for new professors are limited, indeed because of this limitation, the Foundation wants to contribute to the improvement of the processes by which new teachers are prepared for their work. Activities relating to teacher preparation, undergraduate and graduate, academic and professional, especially those that show promise of tapping motivational and attitudinal resources in the candidates, as well as giving these students help in mastering requisite skills, will draw the support of the Foundation. It should be noted that "activities relating to teacher preparation" is not to be defined narrowly; rather, broadly. The interest of the Foundation includes but goes beyond departments or schools of education and is especially directed to those ingenious ways, be they of traditional or nontraditional origins, that educate not only teachers new to the profession but teachers flexible enough to become truly new.

The renewal of established professors is of even greater urgency than the effective preparation of new

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teachers. Change, understood as improvement, can come about on most campuses only through the effective use of existing resources. This is so whether the reference is to the reallocation and more efficient utilization of material resources or to the reorientation and development of human skills. It is in the latter area that the Danforth Foundation is especially concerned. Faculty today are aware of the crisis of the middle years of employment. It is a time of reappraisal when the complexities of identity, status, growth, security, power, integrity, seem to occupy mind and emotions, the individual and all relationships. Involved here, on another level, is the collective development of faculty and the general improvement of teaching effectiveness. The Foundation is interested in activities directed to the needs of those people who are not new as teachers but who can be encouraged to engage in professional renewal.

The future of the teaching profession, in terms reaching beyond the preparation of new teachers and the renewal of established professors, is another issue of emphasis for the Foundation. Given the ending of the growth cycle which characterized the past two decades, present fiscal stringencies and the prospect that these institutions can no longer assume that they have the unqualified support of the general public or even of their specific constituencies, many aspects of the profession in the future seem likely to be different from those of the past. Academic freedom and job tenure, opportunities for women and ethnic minorities, the relationship of the liberal arts to professional career education, teachers' rights and responsibilities—both pedagogical and ethical—these and other complex concerns of the profession may serve as appropriate areas for Foundation participation, when those concerns and projects relate to teaching and learning.

Learning

This is the central element of the major theme. Teaching is a form of learning, especially for the teacher. Learning is a form of teaching, to the extent that the learner provides an example for others. But teaching understood as a means to the end of learning is the feature of this aspect of the Foundation's theme. Learning over teaching in the scale of significance: that is the emphasis.

Since there are as many ways to learn as there are effects from learning, the Foundation's attention is of

necessity limited and concentrated on certain learners and on certain modes of learning.

- —persons of leadership potential—whether men or women, from the ethnic majority or minority, younger or older
- —nontraditional ways to learn—field work, independent study, personalized instruction, growth contracts—plus provisions for life-long learning
- —cross-disciplinary learning within the traditional institutions

Persons of exceptional ability, motivation, and potential, especially those emerging from circumstances of lesser promise, have had the support of the Danforth Foundation from its inception. This honorable relationship continues. The Foundation believes in learning for leadership, especially by helping learners who give evidence of becoming leaders.

Nontraditional forms of learning take on heightened significance as new clientele enter colleges and universities in greater numbers. Personal expectations differ, social relationships change, educational outcomes are affected. The old ways of educating do not always prove to be the best ways. Nor will the new. But it is important that innovative modes of learning be tested, particularly as they relate to the so-called new students and also as they facilitate educational processes in new locations. As the student constituency changes with different groups of students entering established colleges and universities, these institutions are taking their programs off the campuses and into larger communities as well. The Foundation will contribute, through grants as well as projects pursued under its own administration to the design, implementation, and assessment of nontraditional learning—work-study arrangements, community service, independent study programs, and off-campus learning centers. The Foundation acknowledges the importance of learning that takes place both before and after the time normally designated for secondary and higher education. Heretofore, the two time periods in which most of the Foundation's work has been concentrated have been the years of high school and college. This will continue to be true. But now the Foundation shares the current interest in structuring opportunities for learning that will continue to the end of a person's life-span, and is prepared to support creative ideas for doing so.

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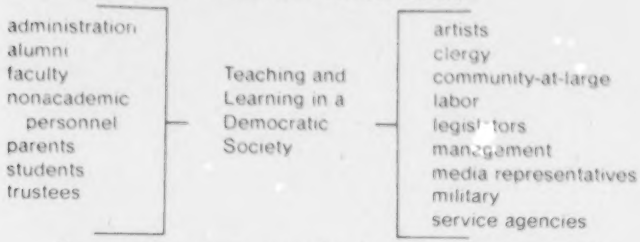
Provision for cross-disciplinary learning within traditional institutions seems to the Foundation to be an area of curricular development deserving support. Without meaning to depreciate the organization of knowledge by subject-matter disciplines, and without intending to suggest that teachers should forsake their specializations, the Foundation does hold to the view of the usefulness of cross-disciplinary education. Professors can come, from the strength of their disciplines, to the study of problems and themes that transcend their specializations. Problem/theme approaches to learning should be useful in that they more nearly conform to the way life comes to people as well as to how people learn. Established colleges and universities bear responsibility for helping to educate the nation's leadership and that duty can best be met when these institutions offer students programs of study that will enable them to have a specialization and, additionally, will encourage them to think relationally.

A Democratic Society

The third strain of the major theme, around which most activities of the Danforth Foundation are to be clustered, relates teaching and learning to the sponsors of educational institutions, to other social, political, and religious institutions, to the nation as a whole and, indeed, to the world. Thus, the full statement of the theme is TEACHING AND LEARNING IN A DEMOCRATIC SOCIETY.

The Foundation assumes that education should affect all aspects of society and that all sectors influence it. While the institution of higher learning aspires to be a center of independent thinking, in fact it has never achieved such autonomy and has actually been as influenced by the needs and interests of society as it has been influential. Of interest, then, is the achievement of an effective working relationship involving campus professionals and nonacademic professionals. The Foundation would like to encourage activities that show promise of bringing a variety of people together around issues having to do with educational planning. American academics are too removed from leaders in other sections of society. Furthermore, with important educational programs and activities going on in industry, the military, labor, and social and health agencies, faculty and administrators in colleges and universities would benefit from the experiences, insights, and conclusions of persons from these societal connections.

Following is a diagram showing various offices, interest groups and people with special competencies who might come together to work on policy formulation as it relates to the Danforth Foundation's central theme:



Certain issues are currently of concern to most of the people and organizations in the preceding lists:

—liberal education and professional education

—accountability (evaluation/assessment)

—citizenship, moral education, and values

Professional education has emerged in recent years as a point of emphasis for government, students, and the people. Educational institutions are being pressed to assure that their academic degrees equate with useful skills and good prospects for employment. In America, education has always been identified with social status, higher income, and the "good life," and these emphases seem to be even more evident today. Historically, of course, there has been another perspective. Advocates of general education and the liberal arts have argued that the experiences offered in these programs give students a range of intellectual and attitudinal skills that are more important than job training and that, in fact, make it comparatively easy for the graduate to learn quickly the specific requirements of a job. The liberally educated person brings to the work both critical and creative abilities that would not otherwise be available. Thus, the current emphasis on professional education seems to many persons to challenge the place of general education and the liberal arts. Certainly, serious questions are generated by a line of thinking which asserts that any aspect of learning that does not contribute directly, materially, to the learner's subsequent career must be especially justified. Is job training the primary purpose of the undergraduate degree? Can the humane concerns of the conceptual curriculum be related to the pragmatic concerns of professional education? The Foundation joins persons and groups who are interested in these questions.

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Accountability is usually thought of in terms of fiscal responsibility and administrative economies. While the economics of education is important, as are the planning and management systems that effect efficient operations, the Foundation limits its efforts to accountability understood as better ways to evaluate or assess institutional and individual accomplishments in educational situations. At a time when there is not only great dissatisfaction with the traditional procedures for measuring teaching effectiveness and learning accomplishment, but many nontraditional modes of teaching and learning with unusual criteria and diverse forms of assessment, it is imperative that consideration be given to the adequacy of evaluative arrangements—for students and faculty, for programs and institutions.

Citizenship education, moral or ethical education, and attention to educational as well as socio-political assumptions and values are now matters of shared concern but widespread disagreement among campus personnel and people in the community-at-large. The Foundation believes, as stated earlier in this paper, that it is the task of schools, colleges, and universities to help prepare people for the responsibilities of participation in a democratic society. There are, however, moral and ethical implications in all educational activities. There is no such thing as value-free education. To study, to teach, to administer is to make choices, determine courses of action, trigger consequences that are based on consciously determined or unconsciously accepted assumptions, attitudes, preferences. And the Danforth Foundation, through its programs and grants, as illustrated by campus ministry programs, seeks to encourage individuals and institutions to examine their assumptions, attitudes and preferences; to decide which, in fact, are their perceived and their preferred values. To determine where we want to go, as individuals or institutions, is the first step in getting there. And in a democratic society the right and the capacity to share in that determination is, or should be, cherished.

It is not enough to state the Danforth Foundation's broad theme and its several sub-themes, as has already been done. The Foundation is aware of the need to facilitate the achievement of goals it has set down. Ideas without provisions for their implementation are hardly better than reports of a vision recorded in sand.

The Foundation will continue to welcome proposals

from institutions and persons whose interests are compatible with DF themes and guidelines. A sizeable proportion of the Foundation's resources has been and will continue to be expended in this way.

The Foundation will continue its own professionally administered programs as described in the various Danforth publications. Several of these programs include provision for modest grant-making activity. This arrangement will continue.

Centers

This Foundation will work with certain colleges and universities, with selected agencies and organizations, in the development of centers or institutes for the improvement of teaching and learning. Danforth wants to help establish a network of resources, mainly human resources, which will be utilized in meeting certain needs, answering specific questions, and dealing with important issues.

At one level, the centers will concern themselves with strategies and tactics for the improvement of teaching and learning, that is, with specific structural or organizational ideas and plans that show promise of improving the *how* of teaching and learning. In these activities, the centers will both overlap and extend work being done in the better instructional resource centers around the country.

The preparation of new teachers, the renewal of established professors and administrators, and investigations into the future of the teaching profession are also to be featured. Learning as the end to which teaching is an important means, particularly lifelong learning and learning options for new clientele, will receive special attention; so, too, will the issue of teaching and learning in and for a democratic society, with the goal being to make education the responsibility of the whole society and to make that society whole.

These centers, then, will be interested not only in the *how* of these concerns but also in the *why*, not only in structures and functions but in assumptions, values, and goals; in short, in the social philosophy of postsecondary education as it applies to teaching and learning.

The Foundation will not attempt to control or influence the ideational or implementational outcomes of the activities of the centers, although the Foundation's orientation has not been nor will it be concealed. The only

stipulation is that these centers agree to work in the aforementioned areas, at either the applied or theoretical levels, or both.

Certain of the centers might be organized to focus attention on the needs and characteristics of specific types of institutions: community colleges, liberal arts colleges, urban universities, multi-campus university systems. The effects of organizational and environmental constraints on teaching and learning are important enough to merit specialization of this sort.

A center could be characterized by other work, i.e., graduate education reforms, the reconciliation of professional specialization with the themes of the liberal arts, the educational roles of nonacademic professionals, the significance or place of professional societies in effecting curricular changes, the uses of field agencies and field work in improving teaching and learning.

It is possible to be even more specific about some of the tasks that are likely to be assumed by Danforth centers. One center, for example, could concentrate on ways to improve the effectiveness of Teaching Assistants. Guidance on course organization, the preparation of lectures, modes of grading and testing, the TA's relationships with senior faculty, student-TA interaction, these and other matters of concern would be featured.

This same center, or another one, could look into ways to make skillful use of faculty emeriti. The rich experiences, the insights and reflections of senior faculty are resources for the improvement of teaching and learning.

One or more of the centers might concentrate on improving the uses made of faculty sabbaticals. Many faculty talk about research and writing while on sabbatical, but little comes of their good intentions. Often they are not disposed to research and are not likely to publish. But most of them want to be better teachers and would benefit from time at a center working on new or old courses, on fresh materials in their field, on the updating and refinement of skills, on becoming better professors.

Another concern today is academic advising. Most of it is bad enough to adversely affect the relationship between students and faculty, and to reduce the general effectiveness of teaching and learning. One of the centers might concentrate on this problem.

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Faculty redundancy, as it is called, must also be faced. Large numbers of faculty are finding themselves unneeded, though often wanted, and there is urgent call now for sustained investigation into career reorientation possibilities and the effects of change. Academics in increasing numbers must be helped to think about and, in some cases, make the transition to alternative professional careers.

Finally, the centers will act as "hosts," bringing together elements of the academic community with leaders from segments of the society-at-large to discuss the less definite but unquestionably important issues having to do with the future of the teaching profession, the values of education, and the place of institutions of higher learning in modern society.

Conclusions

What the Danforth Foundation is mainly interested in is more a matter of centering than the creation of centers. We want, at one level, to center the professionally administered programs of this Foundation as well as our grant-making activity. To do so is not only advantageous to Staff but also to people who may have reason to look to the Foundation for help. And this is why this position paper has been prepared, with its emphasis on a theme and certain sub-themes plus an explicit presentation of objectives and procedures.

Additionally, and at another level, as a way of encouraging attention to important topics and, perhaps, of helping to bring about their study, criticism, and development, the Foundation supports the center concept and expects to share in the organization of several centers. In this way ideas can take on form, get located, be centered.

But how easily structure substitutes for substance. The mere existence of centers, therefore, must not become confused with their essential functions. The centers, at the most significant level, will have four tasks: first, to focus attention on improved modes of teaching and learning; second, to develop even better ones; third, to emphasize the basic issues of mobility, flexibility, diversity, quality, efficiency, and conceptual clarity as these relate to teaching and learning in a democratic society; and, fourth, to find better ways of achieving these objectives.

Susanne Langer has given us the metaphor we need. In an essay written many years ago, she pointed out that

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although knowledge grows like a tree, human growth is different. In higher organisms the nervous systems does not increase by multiplying its cells. From birth to old age, we have essentially the same cells. In what way is an adult's system different from a baby's? In the growth of the original cells; they stretch to keep pace. The nervous system is a growing center. Langer proceeds to warn of the danger when colleges and universities give exclusive attention to "the growing edge of knowledge," to reaching out, trying ever to extend the boundaries of knowledge without giving equal attention to life at the center, the starting place, the source of motivation and energy. Langer called for the growing edge of knowledge to be balanced by a "growing center of knowledge," that is, for motion to follow direction.

Colleges and universities did not heed her warning or respond to her challenge. Now, consequently, they are experiencing an ideational energy crisis. Cut off at the source, or having allowed it to dry up, these institutions have lost momentum and are faltering. Clearly the need now is to get back to first principles, to establish again the essential rationale of the enterprise, to reconstruct the social philosophy for education.

The Danforth Foundation wants to encourage disciplined inquiry into specific themes and to assist in work that not only extends the boundaries of knowledge but brings us all again to the heart of the matter. Above all else, the Foundation hopes to contribute to the growing center of knowledge.

Programs in Higher Education

Foundation activity in higher education takes various forms—grants (to be discussed later in this section of the Report), consultations, conferences, workshops, and Foundation-administered programs.

The Danforth Foundation is one of the few philanthropic organizations which, in addition to making grants, administers a number of programs designed to assist individuals and institutions in those areas in which the Foundation has chosen to work. These programs are authorized by the Board of Trustees for a specific number of years to meet stated objectives. Periodically each program is reviewed, in keeping with the determination of the Foundation to have all of its

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programs efficient, purposeful, and responsive to new opportunities for service.

The current Foundation-administered programs, along with mention of featured activities of the last year, are described in the pages to follow.

Danforth Associate Program

The Danforth Associate Program seeks to promote humane values in colleges and universities throughout the United States. Approximately 5,500 men and women selected from all academic disciplines and representing 750 colleges and universities presently participate in the Program. Of these, 250 were appointed in 1973-74.

The Program sponsors educational conferences and provides publications and modest funds for use by the appointees to broaden student-faculty relations and to strengthen the teaching-learning process. Funds for campus projects related to the Associate Program goals are available upon application and approval. The educational conferences include a summer national conference for new appointees and fourteen regional conferences throughout the year for all Danforth Associates.

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Following the recommendations developed from an evaluation of the Program in 1969, greater emphasis is being placed upon the accomplishments of women and minority Associates. In 1973-74 progress was made toward the goal of appointing women to approximately half of the leadership positions in the Associate Program. A report of a Task Force on minority interests, received in 1973 regarding the need to improve and enlarge the roles of minority groups in the Program's activities, has proved useful in forming policies in this area.

The Associate Projects Fund supports special efforts by Associates to cultivate improved student-faculty relations and to design projects to enrich the student learning experience. The maximum amount for individual applications is $500. Cooperative proposals, planned by groups of Associates, may receive support up to $1,000. During the 1973-74 year, 149 requests were approved.

The Associate Program is presently undergoing its five-year review. Kenneth Eble, Chairman, Department of English, The University of Utah, serves as chairperson of the Review Commission. Working with him are William Boyd, President, Central Michigan University; Samuel Proctor, Professor of Education, Rutgers University; J. Paul Reynolds, Dean Emeritus, University of North Carolina; and Margaret Love, Associate Secretary, American Association of University Professors. This Commission is reviewing the present policies and activities of the Program and suggesting recommendations for its future course. The Commission members have attended various regional nominating committee meetings, regional conferences, and the National Conference at Estes Park. Their final report and recommendations are scheduled

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to be presented to the Board of Trustees in October, 1974.

The 1973 National Conference was held at the YMCA of the Rockies Conference Center in Estes Park, Colorado, on August 26-31 with about 400 persons in attendance. Discussion and seminar groups focused on the theme, "Changes and Challenges in the Academic Career." Lecturers and seminar leaders included:

David Abernethy, Department of Government, Stanford University
Marvin Ack, Director, Mental Health, Children's Health Center and Hospital, Minneapolis, Minnesota
Edna Alvarez, Attorney, Los Angeles
Rodolfo Alvarez, Director of the Chicano Studies Program, University of California, Los Angeles
James Bess, Director of Planning Studies, Research Group for Human Development, and Research Policy, State University of New York, Stony Brook
Robert C. Birney, Vice President, Hampshire College
Derek C. Bok, President, Harvard University
William B. Boyd, President, Central Michigan University
Malcolm Brown, Department of Philosophy, Brooklyn College, CUNY
Vinie Burrows, Actress, New York City
Romerta Cook, Coordinator, Women's Programs, Colorado State University
William B. Cook, Dean, College of Arts and Sciences, Colorado State University
William Couch, Jr., Department of English, Federal City College
Kenneth Eble, Department of English, University of Utah

Samuel Gould, President, Institute for Educational Development
Joseph Katz, Director of Research for Human Development and Educational Policy, State University of New York, Stony Brook
William R. Keast, Director, Center for Higher Education, The University of Texas at Austin
Frank Koen, The Center for Research on Learning and Teaching, University of Michigan
David Maitland, Department of Religion and Chaplain, Carleton College
Everett Mendelsohn, Department of the History of Science, Harvard University

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Henry Cord Meyer, Department of History,
University of California, Irvine
David Miller, Department of Religion, Syracuse University
Gail Thain Parker, President, Bennington College
Thomas D. Parker, Vice President, Bennington College
Samuel D. Proctor, Graduate School of Education, Rutgers University
James Redfield, Department of Classics, New Collegiate Division,
The University of Chicago
Robert Rhode, Department of Religion, Syracuse University
Gertrude Ridgel, Chairman, Department of Biology,
Kentucky State University
Barbara G. Rosenkrantz, Department of the History of Science,
Harvard University
Paul S. Rosenkrantz, Department of Psychology, Holy Cross College
Bernice Sandler, Director, Project on the Status and Education
of Women, Association of American Colleges
Gene Schwilck, President, Danforth Foundation
James C. Smith, Department of Psychology,
The Florida State University
William A. Smith, Founding President,
United Professors of California
Ellie Spiegel, Member of the School Committee, Leonia, New Jersey
Hans Spiegel, Department of Urban Studies, Hunter College, CUNY
Chester L. Tolson, President, C. L. Tolson and Associates,
Solano Beach, California
Al Vastyan, Department of Religious Studies, Hershey Medical Center,
Pennsylvania State University
Wendell P. Whalum, Department of Music, Morehouse College

Regional conferences, with a total attendance of over 3,000, were held as follows, with the dates, regions, themes, lecturers, and conference chairpersons as indicated:

October 5-7—New England—"Affirmative Action in Today's Academy": Lawrence Howard, University of Pittsburgh; Margaret Rumbarger, American Association of University Professors; Barbara Rosenkrantz, Harvard University, and Paul Rosenkrantz, College of the Holy Cross.

October 26-28—Ohio—"Frustration, Alienation and Innovation in Higher Education": Ray Fairfield, Antioch College. Glenn and Betty Frank, Kent State University.

November 30-December 2—Eastern Mid-Atlantic—"Using Group Processes in Teaching": Walter Sikes, Center for Creative Change in Higher Education; Edith Seashore, Social Science Consultant; Jack Gant, Coordinator of Colleges of Education, Florida.

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Robert and Helen Hatcher, Queens College, City University of New York.

March 1-3—Northwest—"Wholeness: Education as a Lifelong Process of Growth Toward Wholeness of the Individual": representatives of the Creative Initiative Foundation; Peter and Helen Lauritzen, University of Washington.

March 15-17—Tennessee-Kentucky-Mississippi—"Environment and the Energy Crisis": Lt. Governor Julian Carrol, Kentucky; H. A. Ricards, Exxon Corporation; Victor Villa, Tennessee Valley Authority; Morris and Loistene Norfleet, Morehead State University.

March 22-24—Carolinas-Virginia—"Education and Law": Charles Morgan, American Civil Liberties Union; Charles Whitebread, University of Virginia; William and Mary Elwood, University of Virginia.

March 29-31—California-Arizona-Nevada-Hawaii—"After College, What?": Frank Newman, Stanford University; David and Julie Abernethy, Stanford University.

March 29-31—Midwest—"Creativity: How Do the Arts Speak?": Richard and Harriet Mears, Drury College.

March 29-31—Upper Midwest—"Leap Into Creativity: Creator as Doer, Creator as Thinker": Robert C. Nelson, College of St. Catherine; Chester Pennington, Iliff School of Theology; Philip and Joy Thompson, Augsburg College.

April 19-21—Texas-Louisiana—"Stresses and Anxieties in Higher Education": Beeman and Sarah Phillips, University of Texas-Austin.

April 26-28—Rocky Mountain—"Humanity's Future and the University": Garrett Hardin, University of California, Santa Barbara; Donald and Pamela Hughes, University of Denver.

April 26-28—Illinois-Indiana-Michigan—"Facing Value Conflicts in Teaching and Academic Life": Emily Girault, Syracuse University; Donald Barr, Cornell University; Allen and Marilyn Menlo, University of Michigan.

May 3-5—Allegheny—"Changing Values—Living and Working in the 1980s": Barrie and Lucille Richardson, Hope College.

May 3-5—Southeast—"The Uses of Disorder": William F. May, Indiana University; Warren Jones, Georgia Southern College; Richard Sennett, Institute for Advanced Study, Princeton University; John and Janet Hague, Stetson University.

Associates are selected on the basis of their competence as teacher-scholars, their concern for students as persons, their interest in values—and their commitment to continued innovation in the teaching-learning process. Nominating committees in each of the fourteen regions recommend faculty members to the Foundation for appointment. The regional committees receive nominations from Associates, faculty members, and administrators. Persons appointed to the Program may continue in the Associateship until age 65 or until their academic retirement, whichever occurs first, providing they express their interest in the Program by

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participation in the regional conferences, submission of annual reports, Associate Projects Fund applications, or other activities.

Members of the Advisory Council for 1973-74 were

Romerta Cook, Coordinator of Womens Programs, Colorado State University
Thomas A. Langford, Dean of the Divinity School, Duke University
David L. Miller, Religion, Syracuse University
Samuel D. Proctor, Education, Rutgers University
Gertrude L. C. Ridgel, Biology, Kentucky State College
James C. Smith, Psychology, The Florida State University
Irene M. Woodward, President, College of the Holy Names

The following Associates served as chairpersons of the Regional Nominating Committees:

Allegheny—Robert E. Dunham, Vice President for Undergraduate Studies, Pennsylvania State University
California-Arizona-Nevada-Hawaii—John W. Cotton, Education, University of California, Santa Barbara
Carolinas-Virginia—Leslie Bullock, Religion, St. Andrews Presbyterian College
Eastern Mid-Atlantic—David S. Levin, Social Sciences, Mercer County Community College
Illinois-Indiana-Michigan—Robert E. Zink, Mathematics, Purdue University
Midwest—Lucius Jones, Technology and Industrial Education, Lincoln University (Missouri)
New England—Richard Cunningham, English, Keene State College
Northwest—Chester Z. Keller, Philosophy, Central Washington State College
Ohio—Marlene C. Hathaway, English, The University of Akron
Rocky Mountain—James E. Dugan, Economics, University of Colorado
Southeast—Leo I. Hirth, Chemical Engineering, Auburn University
Tennessee-Kentucky-Mississippi—Gus T. Ridgel, Vice President for Academic Affairs, Central State University
Texas-Louisiana—Lennart L. Kopra, Speech, University of Texas, Austin
Upper Midwest—Gordon W. Searle, Physiology and Biophysics, University of Iowa

Members of the National Selection Committee for 1973-74 were

Virginia Brown, Leonia, New Jersey
Veryl Cashman, St. Paul, Minnesota
Alan T. Gaylord, English, Dartmouth College
Robert C. Hartje, History, Wittenberg University
W. Knox Mellon, History, Immaculate Heart College
Wendell P. Whalum, Music, Morehouse College

The Director is Robert Rankin; Rose Hicks, Jane Hutson, and Patricia Tucker serve as Secretaries to the Program.

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Danforth Graduate Fellowship Program

The Danforth Graduate Fellowship Program combines administratively the Danforth Fellowships, the Kent Fellowships and the Graduate Fellowships for Women. These three types of Fellowships offer personal encouragement, opportunities to develop requisite skills and, if necessary, financial aid to persons interested in the teaching professions. Qualities emphasized in the selection of Danforth, Kent and GFW Fellows, in addition to a commitment to a teaching career, include (1) intellectual ability, (2) promise of outstanding

scholarship, (3) general excellence in those qualities that characterize the superior teacher; and (4) a concern for the relation of ethical or religious values to the academic disciplines, the educational process, and social responsibility.

A National Workshop on the Improvement of Teaching and Learning for Danforth and Kent Fellows holding teaching assistantships and for GFW's completing their studies, was held April 18-21, 1974, at the Illinois Beach Lodge, Zion, Illinois, with 143 persons in attendance. Resource persons included:

Neal Berte, Dean of the New College, University of Alabama-University
Henry Blosser, Physics, Michigan State University-East Lansing
John Bohstedt, History, Harvard University
Leon Botstein, President, Franconia College
Barbara Davis, Spanish, Onondaga Community College
Mack Davis, Bureau of Study Counsel, Harvard University
Benjamin DeMott, English, Amherst College
Jerry Gaff, Project Director, Teaching Improvement Centers and

Programs, California State University and Colleges
Maben Herring, English, University of Notre Dame
Elisabeth Mahnke, History, Harvard University
John McClusky, Political Science, University of Iowa-Iowa City
Kiyo Morimoto, Bureau of Study Counsel, Harvard University
James S. Noblitt, Romance Languages and Literature, Harvard University
William Perry, Bureau of Study Counsel, Harvard University
R. Eugene Rice, Sociology, Raymond College, University of the Pacific
Ann Salyard, Fellowship and Assistantship Section, University of California, Los Angeles
Nevitt Sanford, Scientific Director, The Wright Institute
Michael Schudson, Sociology, Harvard University
Lewis Spitz, Dean of Humanities and Sciences, Stanford University
R. Keith Wallace, President, Maharishi International University

A National Conference for all Fellows completing their studies was held November 8-11, 1973, at the Illinois Beach Lodge, Zion, Illinois, with 157 persons in attendance. Resource persons included:

Paul Collins, Folk and Ethnic Dance
Barbara Davis, Spanish, Onondaga Community College
Benjamin DeMott, English, Amherst College
Fred K. Foulkes, Business Administration, Harvard University
Paul E. Gibbons, Centre for Religion, Ethics and Social Policy, Cornell University
Frederick L. Goodman, Education, University of Michigan
C. Eric Lincoln, Religious Studies, Fisk University
Betsy Mahnke, History, Harvard University
Ann Salyard, Fellowship and Assistantship Section, University of California, Los Angeles
Michael Schudson, Sociology, Harvard University

Danforth Fellowships

Danforth Fellowships are open to men and women who are seniors or recent graduates of accredited colleges in the United States, and who plan to study for a Ph.D. degree, or another appropriate terminal degree, in a field common to the undergraduate liberal arts curriculum in the United States. Applicants must be less than 35 years of age and may not have undertaken graduate or professional study beyond the baccalaureate at the time application papers are filed. The Fellowships are normally renewable for three additional years of study and include tuition and fees and a living-expense stipend based on individual need. Candidates are nominated by Liaison Officers, appointed by college presidents, at their undergraduate colleges.

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During the 1973-74 year, 798 Fellows were related to the Program, 734 of whom were in graduate study. The graduate schools with the largest number of Fellows were Yale—85, Harvard—72, Chicago—35, California, Berkeley—28, Columbia—27, Stanford—26, Princeton—23, Michigan—17, Massachusetts Institute of Technology—14, and Cornell—12.

In 1974, the Advisory Council selected 100 new Fellows from a total of 1943 nominees, 1649 of whom completed applications and 361 of whom reached the personal-interview stage.

A conference for new Fellows was held on September 3-8, 1973, at the Illinois Beach Lodge in Zion, Illinois. 145 persons attended. Resource persons included:

Barbara Davis, Spanish, Onondaga Community College
Bernard Dobroski, Student, Northwestern University
Vincent Harding, The Institute of the Black World
Linda Kerber, History, University of Iowa
Standish Lawder, Film Studies, Harvard University
G. Tyler Miller, Chemistry and Human Ecology, St. Andrews Presbyterian College
Daniel Moore, Manager, Education Programs, *Times Mirror*
Frank Newman, Director of University Relations, Stanford University
Ann Salyard, Fellowship and Assistantship Section, University of California, Los Angeles
Warren Schmidt, Psychology, University of California, Los Angeles

Members of the Advisory Council for Danforth Fellowships during 1973-74 were

R. Burton Clark, Sociology, Yale University
Roy D. Hudson, President, Hampton Institute
Todd R. LaPorte, Political Science, University of California, Berkeley

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James H. Laue, Vice Chancellor of Campus Affairs, Washington University
Robert McDonnell, English, Western Washington State College
John C. Meagher, English, St. Michael's College, University of Toronto
Ann Salyard, Fellowship and Assistantship Section, University of California, Los Angeles

The following people participated in the selection process as readers or interviewers:

Irwin Abrams, History, Antioch College
Henry Bair, History, Lewis & Clark College
Jan List Boal, Mathematics, Georgia State University
Michael Brennan, Dean, Graduate School, Brown University
Peter Briggs, Dean, Berkeley College, Yale University
James A. Castaneda, Spanish, Rice University
Barbara Davis, Spanish, Onondaga Community College
Thomas Dean, Religion, Temple University
Martin H. Dull, Mathematics, St. Mary's College
John Elder, Philosophy, Wesleyan University
Holly Goldman, Philosophy, University of Michigan-Ann Arbor
Richard Hallin, Associate Dean of the Faculty, Occidental College
William Harrison, Political Science, Academy for Contemporary Problems

Nina Hillgarth, Head, Admissions Office, Harvard University
Roy D. Hudson, President, Hampton Institute
James H. Laue, Vice Chancellor for Campus Affairs, Washington University
Charles Long, Religion, University of Chicago
James P. Louis, History, Kent State University
Myron Lunine, Dean of the College, Hampshire College
John McClusky, Political Science, University of Iowa—Iowa City
David Miller, Religion, Syracuse University
Roger Mitchell, Agronomy, University of Missouri-Columbia
Parker Palmer, Sociology, Georgetown University
V. Bruce Rigdon, Church History, McCormick Theological Seminary
Grace A. Savage, Williamsburg, Virginia
Stephen P. Stich, Philosophy, University of Michigan—Ann Arbor
Charles L. Taggart, Assistant Dean, Graduate School, Princeton University
Burton Wheeler, Dean, College of Arts & Sciences, Washington University
Dyckman W. Vermilye, Executive Director, American Association for Higher Education
Craig Williamson, English, Swarthmore College

Kent Fellowships

Kent Fellowships are open to individuals who have had a minimum of one year of full-time graduate study toward a Ph.D. degree, or another appropriate terminal degree, in a field of study common to the undergraduate liberal arts curriculum in the United States, and who are less than 35 years of age at the time application papers are filed. The Fellowships

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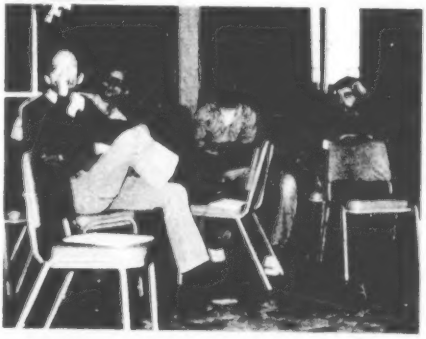
are normally renewable for two additional years of study and include tuition and fees and a living-expense stipend based on individual need. Candidates may be nominated by a Kent or Danforth Fellow, a member of the Society for Religion in Higher Education, or a member of a graduate faculty. Persons may also apply directly to the Foundation.

In 1974, the Advisory Council selected 49 new Fellows from a total of 799 applicants of whom 175 reached the personal-interview stage.



The annual Kent Fellows Conference for 1973 was held November 28-December 2, 1973, at Illinois Beach Lodge, Zion, Illinois, with 150 persons in attendance. The Conference also included Danforth and Kent Fellows from the Midwest region. Resource persons were

Sidney Callahan, Staff Psychologist, Echo Hills Mental Health Services
Bernard Dobroski, Music, Northwestern University
Willard Gaylin, President, Institute of Society, Ethics and the Life Sciences
Warren Bryan Martin, Vice President, Danforth Foundation
Franklin Miller, Speech and Dramatic Art, University of Iowa
Rosemary Park, Graduate School of Education, University of California, Los Angeles

John E. Reilly, Executive Director, Chicago Council on Foreign Relations
Anne Hebert Smith, Creative Dance
Harry E. Smith, Executive Director, Society for Religion in Higher Education

Members of the Kent Advisory Council for 1973-74 were

Alison R. Bernstein, Fund for the Improvement of Post-Secondary Education
I. Herman Blake, Provost, Oakes College, University of California, Santa Cruz
John E. Cantelon, Vice President of Undergraduate Studies, University of Southern California
William F. Kietter, Chemistry, College of Wooster
Kiyo Morimoto, Bureau of Study Counsel, Harvard University

The following people served as interview chairpersons or readers in the selection process:

Eileen Bender, English, University of Notre Dame
Harvey Bender, Biology, University of Notre Dame
Margaret Farley, Christian Ethics, Yale University
David Harnett, History, Harvard University
Nancy Hooyman, Sociology, University of Minnesota—Duluth
Wendell P. Jackson, English, Morgan State College
David Kolb, Philosophy, University of Chicago
James H. Laue, Vice Chancellor of Campus Affairs, Washington University
Kai N. Lee, Political Science, University of Washington—Seattle
Charles Love, Dean, Hobart College
John Maguire, President, SUNY, College at Old Westbury
Louis Mink, Philosophy, Wesleyan University
Charles W. Powers, Social Ethics, Yale Divinity School
V. Bruce Rigdon, Church History, McCormick Theological Seminary
Richard Sabot, Institute of Economics and Statistics, University of Oxford, Oxford, England
John H. Schutz, Religion, University of North Carolina, Chapel Hill
Harry E. Smith, Executive Director, Society for Religion in Higher Education
Mary Carol Smith, Indian Religions and Literature, University of North Carolina, Chapel Hill
Lewis Spitz, History, Stanford University
Robert Spivey, Religion, Florida State University—Tallahassee
Max Stackhouse, Andover Newton Theological School
Herbert Stroup, Sociology, CUNY, Brooklyn College
James Swift, Sociology, Washington University
Sallie TeSelle, Vanderbilt Divinity School
Ruel W. Tyson, Religion, University of North Carolina, Chapel Hill
Benjamin F. Ward, Dean, Berkeley College, Yale University
Burton Wheeler, Dean, College of Arts and Sciences, Washington University
Stanley Wolpert, History, University of California, Los Angeles

Graduate Fellowships for Women

The Program of Graduate Fellowships for Women is designed to assist able women who wish to complete their academic training in order to prepare for teaching in col-

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leges, universities, or secondary schools. It is intended for women who, because of delay or postponement in graduate work, no longer qualify for conventional fellowship programs or whose candidacy in such programs might be given low priority. At some time in her career each candidate must have experienced a continuous break in her academic program of at least three years' duration, when she would have been engaged in *neither study nor teaching, whether* on a full- or part-time basis. At the time of application, she may not be employed as a full-time teacher nor be enrolled as a full-time graduate student.

The Fellowships are open to women who hold bachelor's degrees from accredited colleges or universities in the United States. Awards are made without reference to race, creed, citizenship, or marital status. Candidates may or may not have begun graduate work, may or may not have had experience in teaching, and may propose a full- or part-time program leading to a master's or to a doctoral degree at an accredited graduate school in the United States. Candidates apply directly to the Foundation.

A Fellowship is granted for one year and is renewable annually provided the recipient remains in good standing and follows the approved plan of study. The amount of the grant, stipend plus tuition and fees, varies according to individual need.

In 1974, the Advisory Council appointed 30 women to these Fellowships from a total of 414 applicants, of whom 116 reached the personal-interview stage.

The annual conference in 1973 for recipients of these Fellowships was held at DePaul University, Chicago, Illinois, with 91 individuals in attendance. The principal lecturers were

Estelle R. Ramey, Physiology and Biophysics, Georgetown University
Bernice Sandler, Association of American Colleges
Anne Firor Scott, History, Duke University

Members of the Advisory Council for 1973-74 were

Michael Brennan, Dean, Graduate School, Brown University
May Diaz, Center for the Continuing Education of Women, University of California, Berkeley
Jane Lichtman, NEXUS Director, American Association for Higher Education
Ruel W. Tyson, Religion, University of North Carolina, Chapel Hill
Barbara Wells, Dean, Vassar College

The following individuals participated in the selection process as readers or interviewers:

Donald Balmer, Political Science, Lewis & Clark College
John Bugge, English, Emory University

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Wayne Carver, English, Carleton College
Ronda Chervin, Philosophy, Loyola University
Sue Doederlein, English, Northern Illinois University
Rhoda Dorsey, Dean, Goucher College
T. Chadbourne Dunham, German Languages and Literature, Wesleyan University
Mary Maples Dunn, History, Bryn Mawr College
Margaret C. Fagin, Director, Program for Women, Family & Youth, University of Missouri—St. Louis
David Hauser, English, Elmira College
Nina Hillgarth, Head, Admissions Office, Harvard University
Barry Karl, Social Sciences, University of Chicago
James H. Laue, Vice Chancellor for Campus Affairs, Washington University
Esther Lee Mirmow, Psychology, Mills College
William Narum, St. Olaf College
Jean M. Pennington, Coordinator, Continuing Education for Women, Washington University
Freda Rebelsky, Psychology, Boston University
Peter N. Riesenberg, History, Washington University
Lewis Salter, Dean of the College, Knox College
Alvin Scaff, Sociology, University of North Carolina, Greensboro
Anne Firor Scott, History, Duke University
Robert Shaffer, Education, Indiana University, Bloomington
Ann Truax, Director, Minnesota Women's Center, University of Minnesota—Minneapolis
I. I. Wilson, Director of Women's Studies, California State College, Sonoma
W. David Zimmerman, Thorne Ecological Institute

Director of the Danforth Graduate Fellowship Program is Warren Bryan Martin; Lillie Mae Rose serves as Assistant Director; Maria Davis and Carol Greenfield are Program Secretaries.

Campus Ministry: Underwood Fellowships

The Program in the Campus Ministry is concentrated in the Underwood Fellowships and the Danforth Seminar on Values in Higher Education. The Fellowships support short-term research projects and study programs for campus ministers, faculty, administrators, and parish clergy active in campus religious leadership. They are named in honor of the late Kenneth W. Underwood, Director of the Danforth Study of Campus Ministries and Professor at Wesleyan University and Yale University. They support the following activities: exploring new perceptions of the relationship of church and university, developing closer relationships between laymen in educational leadership and clergy who serve the academic community, discovering more effective means of ministry to students, and assessing the role of the campus ministry in social and academic problems. Study ranges from three to six months, and may extend to one year in the case of campus ministry appointees. There is no age limit. Individuals

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interested in the Underwood Fellowships may write directly to the Foundation for application materials.

The Director is Robert Rankin; Patricia Tucker serves as Program Secretary.

The Underwood Fellowship Program was reviewed by Dr. Parker J. Palmer, Associate Professor of Sociology, Georgetown University. His report along with recommendations from the Danforth Staff and the Underwood Fellowship Advisory Council was presented to the Board of Trustees in January, 1974. Based on these recommendations, the Underwood Fellowship Program has been approved for another five-year period.

In spring, 1974, the Advisory Council selected nineteen persons for the Underwood Fellowships.

The annual conference for Underwood Fellows in 1973 was held at Fordyce House, St. Louis, Missouri, with 36 people in attendance.

Lecturers and conference leaders included:

Myron B. Bloy, Jr., Executive Director,
The Church Society for College Work
James T. Burtchaell, C.S.C., Provost, University of Notre Dame
Richard C. Dannenfelser, Campus Minister, Brown University
Dorothy Dawes, O.P., Catholic Student Center, Winter Park, Florida
John S. Duley, Director, Field Study Program,
Michigan State University
Ann Elizabeth Kelley, Chaplain to Catholic Students, Harvard University and Radcliffe College
Bernard LaFayette, Director, Peace Education Program,
Gustavus Adolphus College
Cricket Levering, Staff Assistant for Regional Programs,
American Association for Higher Education
Parker J. Palmer, Professor of Sociology, Georgetown University
William Rogers, United Ministries in Higher Education,
Cornell University
Rafael Sanchez, Jr., Executive Secretary, United Campus Christian Commission, Texas-Western Louisiana
Max D. Ticktin, Assistant National Director for Field Services and Leadership Training, B'nai B'rith Hillel Foundations
Brady Tyson, Professor, School of International Services,
The American University

Members of the Advisory Council for 1973-74 were:

Myron B. Bloy, Jr., Executive Director, The Church Society for College Work
James T. Burtchaell, C.S.C., Provost, University of Notre Dame
Beverly W. Harrison, Social Ethics, Union Theological Seminary
William W. Rogers, United Ministries in Higher Education,
Cornell University
Shelby Rooks, Executive Director, Fund for Theological Education, Inc.

Max D. Ticktin, Assistant National Director for Field Services and Leadership Training, B'nai B'rith Hillel Foundations

The following people participated in the selection process:

George H. Ball, Religion, Whitman College
Dale Branum, United Ministry in Higher Education, Denton, Texas
David Byers, Campus Minister, Oberlin College
John E. Cantelon, Provost, University of Southern California
William Cole, Vice President for Academic Affairs, Chicago State College
Dorothy Dawes, O.P., Catholic Student Center, Winter Park, Florida
Ralph Dunlop, Retired Chaplain
Robert L. Epps, Executive Secretary, Experimental Campus Ministry, St. Louis, Missouri
John S. Hadsell, Director, Advanced Pastoral Studies, San Francisco Theological Seminary
Robert Johnson, Director, Wesley Foundation, University of North Carolina, Chapel Hill
George W. Jones, Director of Religious Programs, Ball State University
Bernard LaFayette, Director, Peace Education Program, Gustavus Adolphus College
Cricket Levering, Staff Assistant for Regional Programs, American Association for Higher Education
Julia Mahoney, R.S.M., Director, Women's Center, Saint Louis University
David Maitland, College Chaplain, Carleton College
E. C. Reckard, Vice President and Dean of the College, Centre College of Kentucky
Harry E. Smith, Executive Director, Society for Religion in Higher Education
Brady Tyson, School of International Services, American University
Richard Unsworth, Chaplain, Smith College

Danforth Seminar on Values in Higher Education

During 1973-74, the Board of Trustees of the Danforth Foundation decided not only to continue its present interests in the campus ministry—grant-making activities, and the Underwood Fellowship Program (which has been extended for another five-year term)—but to begin a new program, the Danforth Seminar on Values in Higher Education.

The Seminar, which will first be conducted in June, 1975, will bring together interdisciplinary teams from twenty institutions of higher education, with each team including a major administrator, at least one campus minister, and two or three faculty members drawn from different academic disciplines including an elected member of the faculty governance structure. During the Seminar each team will work on a preselected, value-oriented problem and will prepare a position paper plus action recommendations which

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subsequently will be presented to the administration and the faculty of its institution. The Foundation will furnish faculty resources, consultants, and research data during the ten-day Seminar and will offer workshops dealing with ethical issues in higher education.

The Workshop on Liberal Arts Education

The Workshop on Liberal Arts Education provides opportunity for intensive study and discussion of ways to improve the quality of liberal arts education at the undergraduate level. Faculty, students, and administrators join together in serious consideration of the large issues of educational policy, with special application to teaching and learning. To enliven and deepen the discussions, a group of outstanding scholars, representing a variety of related disciplines, bring to the program their most recent research findings, their experiences and their theoretical conceptualizations.

Approximately twenty-five colleges and universities are invited each year to participate in the two-and-a-half week workshop. Each institution agrees to send a team of four persons representing different disciplines, one member being the dean or comparable academic officer. Moreover, each institution agrees to submit in advance of the Workshop a statement of the problem(s) on which the team will concentrate, and, at the conclusion of the Workshop, a final report of findings and suggestions which the team will take back to its institution.

Colleges and universities participating in the 1973 Workshop held from June 17 through July 4 at Colorado College, Colorado Springs, were

Alabama A & M University
Alverno College
University of Bridgeport
California State University, Sacramento
Central Washington State College
College at Purchase, State University of New York
Colorado Women's College
Empire State College, State University of New York
Georgetown University
Hamilton College
Harvard University
Kent State University
University of Maine at Farmington
Medgar Evers College, City University of New York
University of Missouri—St. Louis
University of Montana
New-Charter College, Oakland University

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University of North Carolina at Greensboro
Pembroke State University
Rice University
Saint Augustine's College
Salem College
Sangamon State University
Wadham College (Oxford, England)
University of Wisconsin—Madison

Members of the Advisory Council for the 1973 Workshop were

Frank Newman, Director of University Relations, Stanford University
James Redfield, Social Thought, University of Chicago
Donald Ziemke, Dean of the College, Fontbonne College

Seminars leaders for the Workshop included:

Wayne Booth, English, University of Chicago
Elise Boulding, Institute of Behavioral Science, University of Colorado
Charles Dickerson, Assistant Vice President for Student Affairs, Dartmouth College
Robert Garis, English, Wellesley College
Joseph R. Gusfield, Sociology, University of California, San Diego
Joseph Katz, Director of Research for Human Development and Educational Policy, State University of New York, Stony Brook
Morris Keeton, Academic Vice President, Antioch College
Lewis B. Mayhew, Higher Education, Stanford University
Frank Newman, Director of University Relations, Stanford University
Malcolm Parlett, Centre for Research in the Educational Sciences, University of Edinburgh
James Redfield, Social Thought, University of Chicago
William W. Van Alstyne, Law, Duke University

Lecturers and consultants for the Workshop were:

Alexander W. Astin, Director of Research, American Council on Education
Helen S. Astin, Director of Research and Education, University Research Corporation
Willard Gaylin, President, Institute of Society, Ethics, and the Life Sciences
Cyrena N. Pondrom, Assistant Chancellor, University of Wisconsin—Madison
Herman Sinaiko, Humanities, University of Chicago

Laura Bornholdt served as the Director of the 1973 Workshop on Liberal Arts Education, and Rita Kwapiszeski was Program Secretary. The Director for 1974 was Warren Bryan Martin, and Marjorie Stauss was Program Secretary.

Community College Institute

In 1971 the Trustees authorized the establishment of the first Danforth Foundation program dealing with community and junior colleges.

The Institute seeks to assist two-year colleges to serve more

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effectively the diverse and expanding needs of their local constituencies. The Community College Institute provides an extended period of time for administrators, faculty, and trustees from selected community colleges to engage in intensive study of ways the colleges can enhance effective learning and teaching, directing special attention to defined areas of mutual concern. The setting of the Institute is free from the restraints of a single college and free from the competing demands of the campus.

Each fall the Institute Advisory Council asks a number of selected colleges to submit proposals for participation in the Institute to be held the following summer and, based upon the proposals, the Foundation extends invitations to colleges to attend the Institute. Presidents of community and junior colleges may file letters of interest with the Director of the Institute.

Each participating college agrees to send a team of six persons which includes the president, a trustee, and faculty

members, at least one of whom represents departmental leadership. Each college submits an advance statement of the problem on which the team will concentrate its work, and it is expected that study of the issue will be initiated by the team before arriving at the Institute.

Persons with special expertise in the areas of concern expressed by the colleges in the proposals are invited to the Institute to serve as Faculty. The Faculty conduct a series of seminars designed as background for discussion of the specific problems identified in the initial proposals. Each Faculty member serves also as consultant to one or more of the college teams.

The first Institute was held in two parts, one at Stephens College, Columbia, Missouri in August of 1972 and another at Gatlinburg, Tennessee, in May of 1973. The second institute

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was held in one session on the Stephens College campus August 9 through 18, 1973.

Colleges participating in the August 1973 Institute were

Burlington County College
Pemberton, New Jersey
Cochise College
Douglas, Arizona
Colby Community College
Colby, Kansas
Community College of Baltimore
Baltimore, Maryland
Delgado Junior College
New Orleans, Louisiana
Des Moines Area Community College
Ankeny, Iowa
El Paso Community College
El Paso, Texas
Flathead Valley Community College
Kalispell, Montana
Harrisburg Area Community College
Harrisburg, Pennsylvania
Hostos Community College
Bronx, New York
Housatonic Community College
Bridgeport, Connecticut
Hudson Valley Community College
Troy, New York
Lane Community College
Eugene, Oregon
Mercer County Community College
Trenton, New Jersey
Mississippi Gulf Coast Junior College
Perkinston, Mississippi
Montgomery, College
Rockville, Maryland
Moraine Valley Community College
Palos Hills, Illinois
Quinnipiac College
Hamden, Connecticut
Santa Fe Junior College
Gainesville, Florida
Tarrant County Junior College District
Fort Worth, Texas

Members of the Institute Faculty in August 1973 were

David G. Barry, Vice President and Provost,
The Evergreen State College
Neal Berte, Dean and Associate Professor, New College,
University of Alabama
Arthur W. Chickering, Vice President for Academic Affairs,
Empire State College
Johnnie Ruth Clarke, Assistant Dean of Academic Affairs,
St. Petersburg Community College
Seymour Eskow, President, Rockland Community College

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Morton Gordon, Professor of Education, The University of Michigan
Barton R. Herrscher, President, Mitchell College
Warren B. Martin, Provost, Sonoma School of Arts and Sciences, Sonoma State College
Douglas Moore, Vice President and Dean of the College, Minnesota Metropolitan State College
John Terrey, Deputy Director, Washington State Board of Community College Education

Members of the Community College Institute Advisory Council are

Joseph W. Fordyce, President, The Junior College District of St. Louis—St. Louis County
Roger H. Garrison, Chairman, Department of Language and Literature, Westbrook Junior College
Donald H. Godbold, President, Merritt College
Richard H. Hagemeyer, President, Central Piedmont Community College
S. V. Martorana, Professor of Higher Education, Center for the Study of Higher Education, The Pennsylvania State University
Leland L. Medsker, Director, Center for Research and Development, University of California, Berkeley
Eleanore D. Nettle, President, Board of Trustees, San Matea Junior College District
Robert E. Turner, President, Moraine Valley Community College
James L. Wattenbarger, Director, Institute for Higher Education, University of Florida

Gene L. Schwilck serves as Director, and Ann Pidgeon serves as Program Secretary.

The Institute for College Development

In 1972 the Foundation established the Institute for College Development for a three-year period, a program which was conducted on a pilot basis in 1969-70. Through this program the Foundation seeks to assist a selected group of private colleges by providing them the opportunity to relate educational reform to fiscal operation through planning and program development, with the aim of encouraging and stimulating healthy institutional life. Each year approximately fifteen colleges with common interests arising from geographical proximity, value orientations, or unique educational programs are invited to participate in the Institute. The program includes a pre-conference meeting with the college presidents; a workshop bringing together five-member teams from the colleges; on-campus study of the project selected with the assistance of a consultant; and follow-up consultations focusing on intensive team study with the further assistance of consultants; the sharing of plans and progress with the other participating colleges, and specific attention to the implementation of plans.

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Due to rescheduling, the Institute was not held in the 1973-74 academic year. The next workshop will be held in November of 1974.

Members of the Advisory Council are

K. Patricia Cross, Senior Research Psychologist, Educational Testing Service; Research Educator, Center for Research and Development in Higher Education, University of California, Berkeley
Edward D. Eddy, President, Chatham College
William W. Jellema, Executive Associate and Research Director, Association of American Colleges
Morris Keeton, Provost and Vice President, Antioch College
Eugene V. Petrik, Vice President, Mount St. Mary's College, California
Herbert H. Wood, Executive Director, GT-70.

Gene L. Schwilck serves as Director, and Marjorie Stauss serves as Program Secretary.

Grants and Other Activities in Higher Education

In addition to its Staff-administered programs, the Foundation makes grants to public and private agencies interested in joining with the Foundation, through various projects and programs, to improve teaching and learning in American colleges and universities.

The Higher Education Committee helps guide this grant-making activity; receiving proposals, evaluating possibilities, preparing reports and recommendations for the Staff and the Trustees.

Following are examples of Danforth grants and other activities in higher education.

Centers

As stated in the position paper in higher education, "Teaching and Learning in a Democratic Society," the Foundation began in 1973-74 to work with certain colleges and universities, with selected agencies and organizations, in the development of centers or institutes for the improvement of teaching and learning.

The core idea is to establish a network of resources, mainly human resources, which can be utilized to better the preparation of new teachers, to enable established faculty to become better teachers, to examine the future of the teaching profession, and to introduce and test new modes of instruction. These centers will also be dedicated to learning more about the learners, to bringing higher education to heretofore underrepresented people, and to bring disciplined inquiry into the basic assumptions that undergird and motivate educational institutions and the individual's educational experiences.

The first of the series of grants under the "center concept" was made to Empire State College, State University of New York, for the "Center for Individualized Education." A grant of $105,690 was made to Empire State College.

It is expected that during 1974-75, several additional grants will be made under the terms of this program.

Accreditation

A grant of $60,264 to fund, first, deliberations concerning the proposed merger of the Western and Northwest senior college accrediting bodies and, also, three workshops for training personnel for service on accreditation evaluation teams was made to the Western Association of Schools and Colleges.

Teaching Improvement

A grant of $24,000 to support six regional conferences on "College Teaching" was made to the Society for Religion in Higher Education. The Society reflects a growing concern for improving the quality of teaching by inquiring into the kinds of improvisation, experimentation, adaptation, discovery, and renewal which characterize the effective college teacher. The thrust of these conferences is compatible with the themes and organizational provisions of the Foundation's position paper on higher education, "Teaching and Learning in a Democratic Society."

Individualized and Cross-disciplinary Study

A grant of $25,000 was made to Davidson College to help support its Rocky River Research Project. The Project, which is an outgrowth of The Center for Honors Studies, is designed to give faculty and students field experience as well as experience with cross-disciplinary problem/theme teaching and learning. It is also a response to ecological problems in the geographical area where the College is located.

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Campus Ministry

A grant of $7,500 to support a Consultation on Ministry in Higher Education was made to Vanderbilt University. The Consultation, which will be held at Vanderbilt in the 1974-75 academic year, is expected to become a continuing education program on a non-denominational basis and should give opportunity to address complex problems facing campus ministers in the South.

Women

The "New Directions for Women" program at Chatham College received a grant of $80,000 from the Foundation. The College is launching a massive, comprehensive effort to design and implement programs that will give its students field experience, socio-political awareness, and training for executive placement—without sacrificing the institution's historic commitment to the values of the liberal arts. This effort is a response to the concern among people responsible for programs in the liberal arts that students are increasingly regarding these programs as being too theoretical and too removed from the world of employment and social reality. The Danforth grant will be applied especially to the preparation of faculty for the requirements of the new curriculum.

Minorities

The Foundation made a two-year grant of $175,200 to Princeton University to support a program to bring five young faculty members each year from predominantly black colleges to Princeton for a year as Visiting Fellows, in order to improve their capabilities as teachers and scholars. The program also provides opportunity for twelve undergraduate students each year from predominantly black colleges to spend a summer at Princeton doing guided research in their study fields with members of the University's faculty.

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Consultation on Women and Minorities

On May 5-7, 1974, women and men from various parts of the nation, from differing professions, and from several ethnic and social backgrounds came together to discuss the general question: "How can women and minorities, including minority women, join together to advance their interests in the context of postsecondary education?" Special attention throughout the consultation was given to three categories of concern: role relationships, employment, and students and curriculum.

Questions related to the central topics included: What are the responsibilities of the numerical majority (women) for betterment of the numerical minorities (Blacks, Chicanos, native Americans, Orientals), particularly in higher education and with special reference to Affirmative Action programs? What is the relationship between white women and women of the ethnic minorities? In Affirmative Action programs, how can efforts intended to improve the status of women be linked together with those pertaining to progress for ethnic minorities?

This consultation is part of an ongoing series sponsored by the Danforth Foundation and intended to provide an opportunity for leaders with experience in areas of widespread social and educational concern to develop cooperative responses to these concerns and, additionally, to give guidance to the Foundation on prospective programs and grants.

Participating in the consultation were

J. Herman Blake, Provost, Oakes College, University of California, Santa Cruz
Septima Clark, Southern Christian Leadership Conference
May N. Diaz, Director, Center for the Continuing Education of Women, University of California, Berkeley
Jerrold K. Footlick, General Editor, *Newsweek*
Joan R. Harris, Executive Specialist for Minorities and Women, American Sociological Association
Otis Jackson, Urban Affairs Committee, Danforth Foundation
Clara Sue Kidwell, American Indian Studies, University of Minnesota
Warren Bryan Martin, Vice President, Danforth Foundation
Linda Maykel, Danforth Associates Program, Danforth Foundation
Abel Garcia Ossorio, Deputy Regional Health Administrator, U. S. Public Health Service
Maggie Poole, Secretary, Danforth Foundation
Bernice Sandler, Director, Project on the Status and Education, Association of American Colleges
Althea T. L. Simmons, Director for Education Programs, NAACP
Gloria W. White, Affirmative Action Officer, Washington University

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Precollegiate Education

Efforts of the Foundation Staff in precollegiate education are focused toward making grants, planning and holding conferences and consultations, and directing programs. In addition, the Staff give leadership to a number of national and local activities related to the stated goals of the Foundation in secondary education.

Across the whole spectrum of education, strategies and models for substantive change are being sought. Precollegiate education, specifically secondary education, stands in a conspicuous place—in the middle—of the educational spectrum.

Mindful that the Foundation cannot support all phases of innovation in precollegiate education and that it cannot possibly attack all the problems and issues facing schools, the Staff have set forth selective areas in which to concentrate Foundation efforts. The following position paper, approved by the Trustees of the Foundation, reaffirms some of the past emphases and outlines the areas of major interest for the work of the Foundation in precollegiate affairs. The paper is reprinted from the February, 1974, issue of *Danforth News and Notes*.

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Precollegiate Education Position Paper

General Observations

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During the upheavals of the '60's and the frustrations of the early '70's, educational institutions have taken their share of the bumps, along with other societal institutions. In some sectors, acute pessimism about the future of the public schools has set in as the people—often as a body of grumbling, tax-paying spectators—have watched bankruptcy gnaw away at the heart of urban public schools. School costs continue to soar, while referendums for school bond levies continue to fail.

Because education has been historically such an integral part of the American way of life, and because it has been viewed as a rapid transit vehicle to upward mobility, the general adult population has been loathe to nurture—or even to accept—suggestions of educational change. While technological advancements have abounded, educational modes through the years have remained relatively unchanged.

Secondary schools appear to be different on the inside, mainly because the students of the '70's *look* different from the students of the '50's—certainly from the students of the '40's. Codes of school behavior are different because students *act* differently. But these are changes brought about almost exclusively by *students*. Teaching methods, organizational patterns, and learning processes have changed very little.

Purposes of the Position Paper

This paper has been prepared for three main purposes: (1) To review briefly the past activities of the Danforth Foundation in the area of precollegiate education; (2) To delineate a number of the priorities in secondary education with some suggested positions that the Foundation might take for problem amelioration and priority development; and (3) To outline an overview of suggested directions for the future.

Review of Past Activities of the Foundation in Precollegiate Education

Major emphases of the Foundation in secondary education have been placed on citizenship education, on the development of programs for the inservice education of school administrators, and on efforts to find better ways to organize schools.

The Danforth Foundation has made observable contributions in each of the above-mentioned areas, both in the development of some improved educational programs and in the broadening of the vision of a number of educational leaders. Thus, these three thrusts will be retained, with an increased emphasis on the third area mentioned; namely, efforts to find better ways to organize schools.

Priorities for Secondary Education and Positions of the Foundation

Some Priority Needs in Secondary Education

Careful Diagnosis and Prescription. Care must be taken to insure that superficial band-aid treatment is not given to some very serious internal ailments in the educational milieu. Some massive changes need to take place in the next several years, particularly in school organization; and a number of the changes are interdependent. One of the pitfalls that has prevented greater progress toward productive change in the present and past is that modifications have been attempted through piecemeal, fragmented efforts.

Individually-Oriented Programs. Some of society's basic credos should be scrupulously examined to discover and ferret out discrepancies between societal and educational goals and exhibited behaviors—disparities in what we believe and what we actually do. Most of us embrace the Judeo-Christian doctrine that places the greatest humanistic and aesthetic respect for the innate dignity of man. If, in fact, we believe that each human spirit is unique—and this uniqueness is what separates an individual from the masses—then we need to nurture the uniqueness and not proliferate programs for the masses.

Most educational programs still tend to be mass-oriented, rather than individual-oriented. To individualize instruction is to humanize learning. When we individualize, we recognize a person's *own human* qualities. We look for his strengths and potential and build on them, rather than putting him in a common mass-mold hoping that he will somehow maintain his own shape and form, not the mold's. If we really believe in the theory of individual differences, then to humanize is to *recognize* those differences; and while each person is entitled to equal

opportunity, according to our democratic ideal, he is entitled to being treated differently—individually.

To measure human worth by a yardstick of intellectual prowess is inhumane. Yet most secondary school programs still offer curricula designed primarily for the intellectually elite and for those students who are college bound. The society has tended to glorify "the educated man" without careful definition of the parameters of "the educated man" or without recognizing the multidimensional nature of education.

Broader Interpretation of the Meaning of "Schools" and "Teachers." The "school" needs increasingly to become an attitude—a condition—a frame of reference—and not a set of buildings. In its broadest sense, the "school" is the locus of learning; and learning happens in the community, in the school, in the home, or any place for that matter. In the past, learning outside the school has tended to be regarded as impure or illegitimate, especially if the "teachers" were not educationally-certificated personnel. Little advantage has been taken of rich community resources in the educational field. In part, this has contributed to the feeling of many students that learning is fragmented and irrelevant to their lives; and this fragmentation only contributes to the unrestiveness and uncertainties of a number of young people. A broader definition of the "school" and increased integration of potential educative forces would contribute to a greater relevance.

Emphasis on Attitudinal Development. Young people seem to be grasping for something to hold on to in the cosmos—a sense of purpose and permanence in what appears to them to be a temporal world. Systems of values that their parents were able to develop in their youth—when the tempo of change was not quite so frenzied—seem less valid to the youth of today. Few have experienced a period of tranquility or "permanence," and technological developments make ever-swifter the tides of change.

In this traumatic era of temporality, all societal institutions are experiencing trouble; the very institutions that have been the Rock of Gibraltars in the past seem to be crumbling. Perhaps it is not change that is the culprit. Perhaps it has been the inability to manage and direct change, rather than to drift in its wake. Perhaps it has

been the reluctance of society to face up to the inevitability of change.

Whatever the reasons, whatever the causes, educators are either going to *lead* in the development of changed educational strategies or they are going to *trail* and continue to flounder in the wake. But if one listens to the mute and blatant cries of desperation of many young people, the urgency to help them find a sense of purpose and permanence becomes impelling. For certain, their quest for instant gratification of their desires becomes more understandable in the face of their insecurities; and the burden of helping to develop in them a hope of a future that offers some semblance of equilibrium—man with man, man with nature, man with technology—is weighty, indeed.

Positions of the Foundation toward Problem Amelioration

Based upon some of the problems and priorities listed above, the following general areas suggest directions of efforts toward problem amelioration through the Foundation's interests in precollegiate education:

Increased Opportunities for Learning Through Service Programs. The development of a sense of self-worth is an absolute necessity if a young person perceives his life—and his future—in a positive sense. Feelings of self-worth are the most greatly enhanced and are the noblest when a person loses his own "self" toward the betterment or help of another or others. It is in this sense that schools have erred in not including service programs as *bona fide* arms of their educational programs. When a person feels needed, he wants to live—he has reason to live. When another depends on him, his own world and worth are enhanced.

Massive programs—with large numbers of options—must be made available to young people to learn to care for others. Schools need to make cooperative arrangements with other institutions such as mental hospitals, or schools for retarded children, or day-care centers, or old-people's homes for the involvement of students in service-giving or tutorial activities.

Experiental Learning (Action Learning). A fresh and expanded approach to work-study programs needs to be developed. Such an approach can variously be called experiential learning or action learning. This kind of

learning is the *integration* of service/or work/or utilitarian experience with formal study involving intellectual development, incorporated in the educational experiences of *all* students. Unlike its similar predecessors, the purpose of an action-learning program is not just to create job skills, but to help the students become self-directed, confident, mature adults. Such a program embraces the notion that every person deserves a chance to find some area in which he can enjoy a measure of success, and that school credit should be given for approved experiential learning.

Continuous Progress Concept in Learning. If one believes that learning should be measured in *performance*, not in *time* spent in the classroom, then some dramatic changes need to be made in marking/record systems. The Carnegie Unit measures time spent in classes: two semesters of credit normally equals one unit. If a student "passes," he gets the unit. If he "fails," he gets credit for nothing. This denies the concept of continuous progress in learning and the premise that students begin a course at different levels of attainment and that they learn at different speeds, at different interest levels, and at different depths. State departments of instruction and regional accrediting agencies also need to look seriously at their requirements and standards. In some cases these agencies and standards have been real or imagined impediments to change. Most leaders in these areas are willing to make modifications—to change, but the rationales and directions for change which have been given to them have been neither clear nor impelling.

Attitudinal and Skill Development. Greater effort needs to be given by the schools toward the conscious development of the attitudinal and skill domains of learning. Cognitive development has been regarded the most respectable through the years. Skill areas have been viewed with some public disdain, with enrollees regarded somehow as second-class school citizens; and the development of attitudes—in the minds of many the most important—has been only incidental. Yet of what good is an intellectual giant if he is a dwarf morally, devoid of honesty and integrity?

Options and Alternative Choices. A greater number of viable options need to be opened to students for them to make choices from a variety of alternatives. Help and counsel, of course, must be given along the way. But the

opportunity for self-determination cannot be fulfilled when most of the decisions about young people are made unilaterally—*for* young people.

Multi-Institutional Reform. The school is only one of the fundamental educational institutions in our society. Greater cooperative efforts with other societal institutions would undoubtedly strengthen all involved. What is needed is leadership in multi-institutional reform.

Dissemination of Information to the Public for Educational Reform. While educators should take the lead in educational reform, segments of the public need not only to be actively involved, but massive efforts should also be made to inform them about anticipated changes.

Dissemination of information for an enlightened citizenry about educational reform for the public welfare has been neglected. Public support is both desirable and necessary if innovative programs succeed—or even if public education continues.

Suggested Directions for the Future

One of the national educators who has synthesized some of the above-mentioned problems, priorities, and positions, and projected them into a future-oriented model is Dr. Harold G. Shane, University Professor of Education at Indiana University. With his permission some of his ideas for educational emphases and reform are briefly included here; namely, the concept of education as a lifelong continuum, the paracurriculum, and the seamless curriculum.

The Concept of Education as a Lifelong Continuum

Evidence suggests that, for a number of reasons, there is now a growing readiness for profound changes in the structure and practices of American public education. Interest of adults in self-improvement and the development of latent talents gives increased credence to the proposition that education is a lifelong process. Greater attention needs to be given to the idea of developing a lifelong educational continuum, a sequence of learning experiences extending from early childhood through old age, that will serve a pluralistic society with its diverse cultures and human needs.

The model of a lifelong educational continuum is intended to depict the idea of a route that the learner should be able to follow at his own rate. From early

childhood, he encounters an array of instructional resources available to him not only through schooling, but also through *other* agencies that should share in the educational monopoly which the schools have typically held. In the midst of such a learning climate, students would have contact with a larger number of adults than most schooling now provides. Such contacts would give them opportunities to observe, firsthand, diverse backgrounds of work experience and service opportunities. In both a direct and abstract way their learning experiences would be influenced and enhanced through a variety of teachers, in-school and out-of-school.

Included in the concept is the portrayal of the idea that the elementary and secondary school years should gently flow together. Also, there should be a blending of secondary and postsecondary resources for learning, so that adult learning might be encouraged and continued at any age.

Throughout the secondary and postsecondary years, the model implies a strong flavor of personalized learning and of well-conceived guidance and counseling programs which recognize radically changing ideas as to what is involved in work and in leisure. Also, secondary and postsecondary education presumably will give greater acknowledgement and recognition to the fact that even in a white-collar economy, most jobs require less than the baccalaureate-level preparation; that there must be a new apperception toward education as lifelong; and that both white- and blue-collar workers now tend to seek jobs with greater personal meaning and satisfaction.

The Paracurriculum

The passing years may prove that learning deliberately designed to occur in the wider "classroom of the community," rather than learning that transpires only inside the walls of the schools, is one of the most important features of the lifelong learning continuum. This is the concept of the *paracurriculum*. The paracurriculum refers to the body of out-of-school experiences which help to strengthen the intellectual ability, general background, and coping powers of the child or youth (or adult). Tomorrow's educational institutions will hopefully make greater or more deliberate use of the paracurriculum and the out-of-school milieu in which it exists.

The school would be a participatory planner and broker for the non-school experiences, which would parallel (and supplement) the in-school curriculum of a learner and sometimes replace it temporarily or permanently. Even as early as ages thirteen or fourteen, according to the concept of the paracurriculum the young learner might elect to engage in various vocational activities without an obligation to attend the traditional, formal school. This ninety percent shift from curriculum (schooling) to paracurriculum (on-the-job or service learning) could and should be "brokered" by the school.

Indispensable to the paracurriculum idea is the policy of encouraging and facilitating the lifelong exit and reentry privilege with respect to institutionalized schooling. This continuing interchange prevails throughout life. The drop-out problem is, in effect, eliminated by making "leaving" and "returning" an integral part of the school program. One doesn't drop out—he *shifts over* with guidance and with school "brokerage"—in the lifelong learning continuum.

The Development of a Seamless Curriculum

With the implementation of the concepts of education as a lifelong continuum and the paracurriculum comes the corollary plan for a "seamless" curriculum. Some of the practices that presently characterize schooling in the United States would be eliminated as "seamless" learning became a reality. For one thing, the traditional graded structure, the practice of arbitrarily assigning children to grade one or grade nine, would be replaced by an unbroken flow of experiences, planned with and for the individual learner throughout his contacts with the school.

Among additional policies and practices that would come to an end with the adoption of a seamless curriculum are the practice of chopping education into arbitrary segments, K-6-3-3 or variants thereof, and annual promotions, which assume that every youngster should achieve the *same* level (usually through exposure to the *same* teaching procedures) every academic year.

Conclusions

Hopefully, the continuum, with its new configurations of some long-held theories, is an idea for which the time has come.

One of the greatest challenges to the implementation of this suggested reorganization is the task of communicating to all the participants in the educational enterprise—students, parents, teachers, counselors, administrators—the goals and the rationales for the indicated changes. If one is really committed to the concept of the development of the individual, however, he can hardly deny this reorganization as a rational approach.

The continuum and the paracurriculum concepts combine to create a new approach without totally rejecting or disrupting the current educational system. They project a new configuration which combines a number of familiar ideas—but in a new context. Some of the ingredients meshed together include or imply established concepts such as paid internships, socially-useful work or "action learning," continuing education, the year-round school or extended school year, open admissions, and the "open access to education" concept.

In short, the continuum is likely to be acceptable to teachers and other school personnel, as well as to be a wholesome, welcome, factor in family life—once its potential and its resources are clearly understood.

The Foundation recognizes the challenges confronting the traditional role of education. The foregoing represents but a beginning to the massive and concentrated thrust which will be required to meet these challenges squarely.

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Seminars on Strategies for Educational Change

Three hundred citizens, primarily from the St. Louis metropolitan area, attended two one-day seminars, sponsored by the Foundation and held in St. Louis on February 1, and February 6, 1974. The seminars were planned to provide a forum for lectures and small group discussions related to strategies for educational change and improving the human condition.

The Seminar Steering Committee, including Foundation representatives, realized that no easy solutions to educational problems are available—in St. Louis or in other metropolitan areas. The committee planned the Seminars on the premise that both short-term and long-range thinking and planning are needed to ferret out the problems, to identify possible solutions or directions, and to formulate possible alternative choices of action.

Eminent scholars, oriented toward futures research in several disciplines, shared with the Seminar participants possible developments of the future in their own areas of expertise. Discussion ranged the full continuum—problems in the cosmos—in the world—in the United States—and in the cities. In each case, education was spotlighted as a major hope for averting crises or ameliorating problems.

Future activities and developments related to the seminars, triggered by a high level of participant interest, will ensue. Seminar program leaders were

Kenneth Boulding, Economics, University of Colorado
Lester Brown, Overseas Development Council, Washington, D.C.
Alonzo A. Crim, Superintendent, Atlanta Public Schools
John B. Davis, Superintendent, Minneapolis Public Schools
John Goodlad, Graduate School Dean, University of California, Los Angeles
Theodore Gordon, The Futures Group, Glastonbury, Connecticut
Sidney Marland, President, College Entrance Examination Board
Clyde Miller, Superintendent, St. Louis Public Schools
John Platt, Mental Health Research Institute, University of Michigan
Paul Reinert, S.J., Chancellor, Saint Louis University
Harold Shane, Education, Indiana University
Norman Willard, Vice President, First National City Bank, New York City

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Seminar Steering Committee members were

Geraldine Bagby, Vice President, Danforth Foundation
William H. Danforth, Chancellor, Washington University
Joseph Fordyce, President, Junior College District of St. Louis
Joseph Hartley, Chancellor, University of Missouri—St. Louis
Earl Hobbs, Superintendent, Clayton School District
Donald Lasater, Chairman of the Board, Mercantile Trust Company
Clyde Miller, Superintendent, St. Louis Public Schools
Paul Reinert, S.J., Chancellor, St. Louis University
Gene L. Schwilck, President, Danforth Foundation
Harold Shane, Education, Indiana University
Richard Stumpe, President, Harris Teachers College

Consultation on Articulation between Precollegiate and Postsecondary Education

The Danforth Foundation Staff have had continuing interest for several years in improved articulation between precollegiate and postsecondary institutions. Facilitating the concept of continuous progress calls for improved means of transition from institutions of one level to another. Many changes are necessary to bring about improved articulation. Among the problems involved are early admissions, dual enrollment, the development of nontraditional programs, new high school curricula, and institutional costs. All of these, and others, require more effective means of articulation between secondary and postsecondary education, as well as between different segments of postsecondary education itself.

Grant to the Junior College District of St. Louis

A grant to the Junior College District of St. Louis, made during the 1973-74 fiscal year, allocates up to $17,500 for a consultation, to be held in St. Louis in October, 1974, co-sponsored by the Foundation and the Junior College District. Conference issues will be addressed to improved articulation between precollegiate and postsecondary education.

Citizenship and Moral Education

A major thrust of the Danforth Foundation over the years has been a concern for people and for human values. Recognizing the importance of the high schools in contributing to the formulation and reinforcement of values and attitudes of the nation's youth, the Foundation has supported several efforts in citizenship education.

During the past six years grants have been made to institutions and organizations for work in curriculum development and teacher education for improved approaches to learning in areas of attitude development. Approximately thirty cur-

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ricula has been developed in civic education. While the Foundation has not been the sole support for these curriculum efforts, it has identified itself as a spearhead in such undertakings.

Current national concerns tend to make even more compelling the urgency of the Foundation to enlarge its already-identified leadership posture in citizenship development and moral education. Staff, like most other educators interested in attitudinal development, have been attempting to find answers to the penetrating and difficult question, "What are the best approaches for learning in the civic and moral education domains?"

Whereas earlier efforts of the Foundation placed particular emphasis on curriculum development and teacher education, it has now broadened its scope to tap new resources—to look for developmental ideas and processes from people in other areas—for example, university scholars and national associations.

To help give Foundation Staff some current answers to the question, "What are the best approaches for learning in the civic and moral education domains?" a Consultation was held in mid-March, 1974. Moderated by Stephen Bailey, the group urged the Danforth Foundation to spur new efforts, to nurture varied approaches, and to continue to be looked toward as a major initiator in finding new ways to improve teaching and learning in citizenship and moral education.

Participants in the March 14-15, 1974, Consultation were

Stephen Bailey, Vice President, American Council on Education
Donald Herzberg, Graduate School Dean, Georgetown University
Lawrence Kohlberg, Education and Social Psychology, Harvard University
Charles Quigley, Executive Director, Law in a Free Society
Richard Snyder, Director of Mershon Center, The Ohio State University
Alan Westin, Government, Columbia University
Fred Wilhelms, former Executive Secretary, Association for Supervision and Curriculum Development
Geraldine Bagby, Vice President, Danforth Foundation
Warren Bryan Martin, Vice President, Danforth Foundation
Gene L. Schwilck, President, Danforth Foundation

In May, 1974, a second Consultation on civic and moral education was held, this time bringing together, among others, directors of several projects funded by the Danforth Foundation in civic education and moral education.

The participants in the second Consultation were

Clive Beck, Director, Ontario Institute for the Study of Education

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Todd Clark, National Education Director,
Constitutional Rights Foundation
Edwin Fenton, Director of the Education Center,
Carnegie-Mellon University
Richard Graham, Fellow, Brookings Institute
Lawrence Kohlberg, Education and Social Psychology,
Harvard University
Kenneth Lund, Vice President – Education, Lutheran General Hospital
Ralph Mosher, Education, Boston University
Charles Quigley, Executive Director, Law in a Free Society
Robert Sperber, Superintendent, Brookline (Massachusetts)
Public Schools
Robert Spivey, Provost, College of Arts and Sciences,
Florida State University
Geraldine Bagby, Vice President, Danforth Foundation
Gene L. Schwilck, President, Danforth Foundation

Grants for Projects in Moral Education

Grants totaling $412,845 were made to Carnegie-Mellon University and Harvard University to expand, over the next three years, a project in developmental moral education.

This project proposes to conduct two complementary programs of moral education, one in the Boston area and one in Pittsburgh. These programs will be based on twenty years of research on moral development and moral education, conducted by Lawrence Kohlberg, of Harvard University, and his colleagues. The educational aspect of the project involves discussions, in school classes, of moral problems and situations designed to facilitate movement through stages of moral development, derived through research.

The moral stages were defined and tested through a research study which followed a group of fifty Americans through preadolescence, adolescence, and young adulthood. The existence and invariant order of these stages have also been verified in other cultures. The stages are as follows:

Stage 1: Heteronomous or punishment and obedience morality.

Stage 2: Morality of Exchange (you do something for me, and I'll do something for you).

Stage 3: Interpersonal conformity and mutuality orientation (be nice, be concerned about others, and you'll be approved of).

Stage 4: Social system maintenance morality (we all need to maintain the rules of our society).

Stage 5: Orientation to a social contract based on universal individual rights.

Stage 6: Orientation to universal ethical principles of justice.

For the past eight years, Kohlberg and his colleagues have engaged in developing and researching a theory of moral education based on these findings of universal moral stages. Basically, the theory takes as its educational goal the stimulation of moral development to the next or to a higher stage.

The project, then, undertakes to translate the approach from a research orientation in moral development to one in which teachers and schools can and do engage as a part of a secondary school curriculum. It proposes to derive and test better methods for achieving moral developmental goals through developmental moral education.

A grant of $20,300 was made to the Association for Supervision and Curriculum Development to fund dialogues and colloquia to encourage careful input from experts in academic disciplines toward the identification of values on which schooling might/should focus; that is, toward the identification of moral imperatives.

Among the goals of this project are the following:

1. To begin to add a more explicit moral dimension to U.S. education to supplement the cognitive and affective domains.
2. To begin to create a clearer body of values, expressed as premises, to give direction to the future activities of the Association for Supervision and Curriculum Development.
3. To exercise a positive influence on the development of the ASCD Annual Conferences in 1975 and 1976, conferences which usually have an attendance of approximately 12,000 participants.
4. To arouse the interest of other national organizations related to the work of secondary schools, calling to their attention the emergent concern for values with the hope that their annual programs could also include related topics.

Danforth School Administrators Fellowship Program

The Danforth School Administrators Fellowship Program provides opportunities for principals in urban secondary schools to develop their school leadership skills. This program is based on the belief that educators should assume increased responsibility for their professional growth. The exercise of such responsibility requires that administrators be provided with both time and access to specialized sources of expertise. The program is designed to provide both.

In the Danforth School Administrators Fellowship Program, persons engaged in, or qualified for, high administrative positions in secondary schools are provided a Fellowship experience for nine months. During the 1973-74 school year a total of fifteen principals, assistant principals, and other administrative officers from three cities—Cincinnati, Louisville, and St. Louis—participated in the program.

For the 1974-75 school year five urban school districts—Atlanta, Louisville, Minneapolis, St. Louis, and St. Paul—each is placing five senior high school principals in the program. During the school year the principal is free from school administrative responsibilities for seminars and related activities. A small stipend is awarded each participant to encourage extra study in evenings, weekends, and through the summer.

Informal seminars, consultations, community work, and study sessions with educational and community leaders add important dimensions to the program. Fellows from the five cities often meet together for an exchange of experiences A qualified person in each community serves as coordinator of the local Fellows and works closely with a school district liaison person and national consultants.

Coordinators of the 1973-74 program were:

David Colton, Center for Educational Field Studies, Washington University
William Kritek, Center for Educational Field Studies, Washington University

School District Liaison Officers and Coordinators were:

Cincinnati—
District Liaison: Willis Holloway, Assistant Superintendent, Cincinnati Public Schools
Local Coordinator: James C. LaPlant, Education, University of Cincinnati

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Louisville--

District Liaison: Roy Forbes, Director, Louisville Urban Education Center

Local Coordinator: William L. Husk, Associate Director, Louisville Urban Education Center

St. Louis--

District Liaison: Ernest Jones, Assistant Superintendent, St. Louis Public Schools

Local Coordinator: Stefan P. Krchniak, Education, Southern Illinois University--Edwardsville

The Director for the 1973-74 school year was Gene L. Schwilck; Ann Pidgeon and Mae Spain served as Program Secretaries. As of June, 1974, Geraldine Bagby is the Director; Kay Putnam is Program Secretary.

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Urban Affairs

In 1968, in response to the many pressing problems being encountered by the City of St. Louis, the Danforth Foundation began a program in urban affairs. While the Foundation did not attempt to serve all areas of concern, it did strive to assist in a field where it had, through the years, gained some expertise—education. The urban program sought to meet the educational needs of the indigenous, disadvantaged citizens, and activities were supported which ranged from acquainting elementary school students with basic health programs to helping their parents understand voting procedures through adult education programs.

The urban program of the Foundation has evolved over the last six years, always focusing on the central theme of education, but ever trying to be timely in an effort to anticipate approaching problem areas. For example, the Foundation has included in its activities the support of projects which deal with planning for the economic development of the St. Louis metropolitan area, insofar as such planning contributes to the enhancement of the dignity of individuals. Following in its entirety is a position paper, recently approved by the Trustees of the Foundation. The paper reaffirms some past and present policies of the program in urban affairs in St. Louis, and explores new avenues of Foundation activity.

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Urban Affairs Position Paper

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The City

The St. Louis Region, like most metropolitan areas, is suffering from fragmentation and division. The metropolitan area lies within two states, two federal regions, eight counties, 182 separate municipalities, and 312 distinct governing districts—many of them dealing in overlapping activities and competing for the same state and federal dollars. At the turn of the century most observers would have predicted that St. Louis would be not only the largest city in the Midwest, but also the major economic center between the two coasts. By 1950 it was obvious to all that St. Louis had not reached either position, but rather had become the symbol of a city in crisis. Unemployment, crime, an outmoded city charter, and issues related to minority problems all contributed to the decline. In 1970, St. Louis ranked seventeenth among the eighteen largest population centers of the nation in the number of citizens over the age of twenty-five who are high school graduates—symbolic of an unskilled labor market and reflective of a problem contributing to a city in crisis.

A decade ago, planning for the Gateway Arch and the new Stadium symbolized the revitalization of downtown St. Louis. In the years that followed, support for downtown St. Louis faltered. Increasingly, the city was fragmented by issues of politics, race, city-county rivalry, and failure to gain a momentum of regional leadership.

During the past two years, a growing sense of need for metropolitan unity has developed, prompted by the realization that the various communities of St. Louis are mutually interdependent. Community meetings have been conducted in a more positive atmosphere marked by a decrease in the practice of assigning blame to others. The metropolitan Chamber of Commerce united with the Regional Industrial Development Corporation and the Research Council in an effort to gain greater coordination of regional planning. The new organization is called the St. Louis Regional Commerce and Growth Association. Although a movement for a regional council of governments was unsuccessful in the State Legislature, considerable publicity gave focus to the seriousness of the present fragmentation of political units. In the last year, plans for the expenditure of more than $4,000,000 in new office and hotel facilities were announced for the downtown area. A spark of optimism and pride in the city was rekindled.

This growing sense of unity was seriously damaged in the early months of 1974. Following extensive study of rapid mass transportation in the metropolitan area, many community leaders and community organizations endorsed the first leg of a mass transit system. In response to a public announcement, citizens of the area reacted negatively and registered vigorous opposition. Again, the area was splintered in its vision and in its effort to obtain a community-wide goal that could serve as a guidepost and rallying point in the continued development of the region.

The Problem

During the past year Danforth Trustees and Staff have studied the most appropriate and feasible role for the Foundation in its program of urban affairs. Obviously, the Foundation does not possess sufficient funds to solve the many serious problems in St. Louis. The Foundation cannot support annually the many worthwhile and desperately needed programs such as those in housing, manpower training, and crime abatement; nor can it assume responsibility in the direct funding of major study projects.

Many observers criticize metropolitan St. Louis, not in its uniqueness or in the degree of seriousness of its problems, but in the failure of people in the region to deal effectively with communication among various citizen constituencies. Citizens often do not have adequate information to deal with problems and proposed solutions. This lack compounds the problem of accomplishing regional unity on major issues and goals. Fragmentation of efforts and the struggle of a city constricted by an outmoded Charter, which denies annexation, make more difficult the task of reaching regional consensus.

Similar problems exist in the public educational systems. The city population is almost equally divided between white and black. The problems resulting from segregated schools, a shift in needs and aspirations of the student bodies, a decreasing tax base, an extended teachers' strike, and a School Board facing financial bankruptcy fan the flames of frustration and disenchantment. Suburban school districts, with greatly divergent financial resources for funding schools, compete among themselves and with the city for financial support.

Past Efforts of the Foundation

It is in this setting that the Danforth Foundation six years ago initiated efforts in urban affairs. Programs and grants were restricted to metropolitan St. Louis and were directed toward support of projects that served to ameliorate problems of persons suffering from deprivation or racial discrimination. Since 1968, the Foundation has supported more than 100 organizations through more than 180 grants. Although the Staff are convinced that these actions assisted deserving groups and persons, evidence suggests that the Fo ¹ation tried to serve on too many fronts. Even in educati the impact of the work of the Foundation was blunted by widely diverse interests and activities. It can be argued that both within and outside formal education the Foundation supported a large variety of projects without evident purpose. At no point (except through capital grants to two universities and one college) did the actions of the Foundation penetrate deeply enough into the community to create far-reaching changes. Trustees and Staff have realized that the program in urban affairs must formulate more focused objectives in order to achieve greater impact.

Future Efforts of the Foundation

Following careful study the Trustees and Staff affirmed that in urban affairs in St. Louis, the work of the Foundation will be centralized in two areas: education and economic development. These two areas of concentration were chosen following study, analysis, and discussion with civic leaders, national consultants, and citizens of the area. In order to achieve maximum impact, the work of the Foundation in each area will be restricted.

The Foundation will not only respond to requests but it will also initiate efforts of its own. Although Foundation funds are limited, the Trustees and Staff are cognizant that they must be alert to a range of existing and challenging possibilities; and they desire to remain sufficiently flexible in the work of the Foundation, to be able to grasp opportunities to serve the community in swift, creative, and appropriate ways.

Education

Education will remain a major area in which the efforts of the Foundation will be directed. This results

from a continuing belief that education of people is basic to the resolution of problems and the development of a more humane society. In education the Foundation will continue to work actively, giving priority to needs of the disadvantaged among residents of the metropolitan St. Louis area and assisting the community to meet the basic educational needs of persons from early childhood through adult years.

In education for the past several years, the urban affairs program has narrowed its thrust to inservice education of teachers and administrators. The Staff will build on experience in this area and continue to move in that direction. The Staff recognize that the Foundation cannot supply a large quantity of money to schools. The Staff further recognize that money alone cannot "buy" solutions. Rather, Foundation efforts will be directed toward the broadening of vision of educational leadership, the establishment of a greater sense of cooperation between the business community and the schools, and a more informed participation of the public in making educational decisions. Cooperation among educational institutions is essential for greater efficiency, improved programs, and more options for all learners. The problems of education in the city cannot be solved, or even treated, in isolation from the greater metropolitan area. Because educators hold a strategic position in influencing youth, it is important that they encourage a sense of hope and faith in the possibilities of education to assist people in the betterment of the human condition.

Economic Development

In the field of planning for economic development for metropolitan St. Louis, the Foundation will use the funds available to assist those individuals and organizations working toward the design and implementation of programs which contribute to the development of the entire region. Recognizing that it is the responsibility of public and private organizations to conduct studies and to project potential development of the community, the Foundation Staff will support citizen involvement in planning and will provide consultations in which citizens can become better informed.

Hopefully, the citizens of the metropolitan area, when equipped with additional information and expanded contact with knowledgeable persons, will become better

qualified to participate in making intelligent decisions for the future growth of the community.

In working with the many groups who are concerned with the development of the city, efforts will be expended to encourage interagency cooperation and better understanding of the interest and plans of the various constituencies of the metropolitan area toward the end that an informed citizenry will enable the community to take better advantage of the opportunities available and to recognize the implications of alternative futures.

Through an informed public and a more coordinated leadership of organizations and planners, it is hoped that the rate, as well as the quality, of human reconciliation can be increased. The ultimate objective of the work of the Foundation is to enhance the human condition—for all persons—and to diminish social injustices. The Foundation seeks to strengthen a sense of community among all citizens through its educational and regional development thrust in urban affairs in St. Louis.

Summary

In urban affairs the activities of the Foundation are limited to the St. Louis metropolitan area and have as their major concern the needs of those persons who are the victims of poverty, racism, and educational deprivation. Therefore, interest and work in urban affairs are concentrated in the field of urban education and in the area of planning for economic development. Priority is focused on the needs of the disadvantaged among the residents of the metropolitan area.

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Urban Affairs Grants

Grants made in the area of Urban Affairs this year reflected policies, outlined in the position paper, to pursue activities in the fields of education and planning economic development.

St. Louis Board of Education

Two grants were made to the St. Louis Board of Education. A grant of $300,000 was made to Harris Teachers College to initiate in St. Louis a field-centered, preservice and in-service teacher education program. Harris Teachers College holds a role which is unique among postsecondary institutions. Serving as an arm of the St. Louis Public School System, it has prepared approximately one-half of the elementary teachers employed in the St. Louis schools. In existence for more than a century, Harris Teachers College expended its efforts during the first 100 years almost exclusively toward the preservice education of teachers. Within the last several years, however, the College has assumed a broader philosophic stance. Increased attention is being directed toward inservice education for teachers in the St. Louis Public Schools. This program provides for individualized, flexible activities for each student with greater involvement in classrooms and the community than the typical teacher preparation program.

The second grant to the St. Louis Board of Education was a grant of $185,420 for the development and implementation of a management and instructional information system for the St. Louis Public Schools. The Board of Education has recently reordered its priorities and placed greater emphasis on the establishment of a strengthened department of evaluation and research with the goal of providing increased information for decision-making by teachers, administrators, and citizens. An expanded department has been identified, a new director obtained, and direct communication to the Superintendent's office as well as liaison with all teachers and administrators has been established.

The American Society of Planning Officials

Exemplary of grants made for the planning of economic development for the St. Louis metropolitan area is a grant made to The American Society of Planning Officials of $95,000 to conduct an analysis in seven cities of the role of citizens, private metropolitan planning associations, and other organizations in building consensus among citizen interests. St. Louis, like all cities, is experiencing increasing difficulty in getting public support for major projects. A decade ago, the planning for the Gateway Arch and the Stadium were symbols of public interest and support for the continued development of St. Louis. The last ten years

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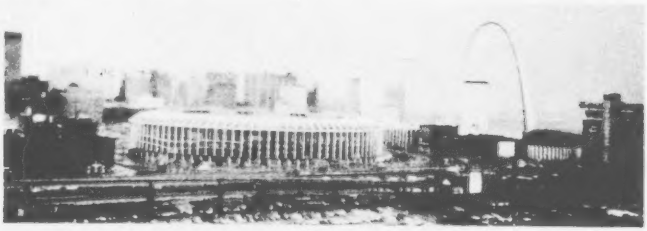

have lacked high points of public pride. Many would acclaim a modest change in climate during the last two years; namely, a feeling of greater unity, coupled with a recognition of the worthlessness of continued fragmentation of effort and the casting of blame. Recent studies of rapid transit, airport relocation, modernization of the port, relocation of rail yards, a metropolitan-area government, and the construction of a dam on the Meramec River for the development of a major recreation area have all received great publicity and public attention. None has captured the enthusiasm of the public. In spite of renewed efforts of many people and a growing optimism, the metropolitan area is without an accepted goal. The American Society of Planning Officials, Chicago, Illinois, under the direction of a task force of twelve representative St. Louis citizens and with the assistance of Team Four of St. Louis will study other cities to gain insights into the common elements that must be present for rallying citizen support of major projects. The effort is not to analyze cities and place blame for failures, but rather to look forward and identify positive and constructive climates necessary for continued progress.

St. Louis Regional Commerce and Growth Association

A grant was made to the St. Louis Regional Commerce and Growth Association to assist in funding the research division of the organization. The St. Louis Regional Commerce and Growth Association is a reorganized chamber of commerce and development corporation. It has been endorsed widely by local business and industry through a doubling of membership dues and the donation of time of community leaders. The first year plan of action calls for an expansion of a research arm in order to provide information for planning and decision-making based on facts and well-conceived strategies. The Foundation grant was awarded to the Association to encourage and stimulate the development of a sound research capacity and thus provide an expanded base for economic planning for the metropolitan area.

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Catalyst Associates

A grant of $10,000 was made to Catalyst Associates for the purpose of recruiting, stimulating, and training lay leaders to be active in support of youth projects, particularly in juvenile justice. All too often well-intentioned lay volunteers bring superficial knowledge or inadequate skills in their desire to provide assistance. This board of community leaders has worked informally for a number of years in providing training to capable persons who may be inadequately informed concerning unique problems of youth. This project expands their capability to serve a larger number of persons.

The Fellowship programs of the Foundation in the area of urban affairs have sought primarily to equip St. Louisians to deal with the problems of their city.

Programs In Urban Affairs

St. Louis Metropolitan Fellowships

The St. Louis Metropolitan Fellowships provide assistance for individuals from the St. Louis area who show promise of becoming effective leaders in accelerating community development and human reconciliation. These Fellowships support undergraduate or graduate study programs of men and women who are at a stage in their development at which particular educational experiences may increase their leadership capacities. Eighty Fellows are currently in study in this Program.

The awards are made for a one-year period. Requests for renewal may be made each year until achievement of the educational goal. Support does not exceed four years. The financial assistance includes funds for tuition, books, and a stipend to assist with living expenses. The final group of Fellows for this Program was selected in the spring of 1972. The Program Director in 1973-74 was Gene L. Schwilck. Otis A. Jackson will be the Director for 1974-75, and Mae Spain serves as Program Secretary.

St. Louis Metropolitan Leadership Program

From the original format of the St. Louis Metropolitan Fellowship Program has emerged a program designed to serve more effectively the goal of developing potential community leaders in promoting community programs and human reconciliation. During the summers preceding the junior and of undergraduate study for individuals from the St. Louis metropolitan area who show promise of becoming effective

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leaders in promoting community programs and human reconciliation. During the summers preceding the junior and senior years of study, each individual is placed in an eight-week internship position in such fields as business, labor, public service, and mass media. During the years of formal study and the summer internship, seminars are held to provide opportunities for persons to engage in discussion with one another and with leaders of the community. The internship experience enables each person to work in fields related to his academic study.

Persons are sought who will contribute to greater communication and understanding of community issues, who possess skills and the desire to enable people of various viewpoints to work together in the solution of problems, and who are at a stage in their development at which additional educational and practical experiences will enhance their capacity for leadership. Candidates are ordinarily expected to pursue degree programs in St. Louis-area institutions. Preference is given to applicants under 30 years of age. No racial or religious restrictions are applied. Competition for the Program begins in the fall preceding the first summer internship and the junior year of study.

Members of the Advisory Council for 1973-74 were

William J. Harrison, Director, Office of Urban Projects, Washington University
Cathryn Mason, Director of Guidance and Counselling, East St. Louis Board of Education
Jeanette Mathews, Counselor, Vashon High School
Theodore McMillian, Judge, Missouri Court of Appeal
David H. Morey, Retired, Boatmen's National Bank
George E. Mowrer, Professor of Education, University of Missouri-St. Louis
John C. Robertson, Administrative Vice President, The Junior College District of St. Louis—St. Louis County

Norman R. Seay, formerly Director of defunct division, Social Service Projects of the Health and Welfare Council
Margaret Bush Wilson, Attorney at Law

Participating in the selection process were

Barry Anderson, Washington University
Carrie E. Bash, Urban League of St. Louis
Claryce Braddix, City of East St. Louis Police Department
Florence Brown, Meramec Community College
Janet Campbell, St. Louis Metropolitan Fellow
Stephen Daeschner, St. Louis Public Schools
Margaret Dagen, Washington University
Robert A. DeBlauw, St. Louis Public Schools
Reginald Dickson, Inroads, Inc.
Pearlie I. Evans, Office of Congressman William Clay
James Groetch, St. Louis Suburban Teachers Association
Ronald L. Jackson, Washington University
Kathy Kinderfather, Harris Teachers College
Marvin O. Koenig, St. Louis Public Schools and Danforth School Administrators Fellow
William J. Kritek, Washington University
Terry Lewis, Attorney-at-Law and St. Louis Metropolitan Fellow
Michael Lowenstein, Harris Teachers College
Wallette C. Lynch, Harris Teachers College
Savannah Miller, St. Louis Public Schools
Lawrence E. Nicholson, Harris Teachers College
Eileen O'Brien, Harris Teachers College
Ann E. Price, St. Louis Public Schools
Wendell Rivers, University of Missouri-St. Louis
Ruth E. Schofield, St. Louis Public Schools
Robert A. Spencer, Webster College
James H. Sporleder, Jett-Vander-Lou, Inc. and St. Louis Metropolitan Fellow
Josie M. Thomas, Sumner Parent Congress
Michael Thomas, St. Louis Public Schools and Danforth School Administrators Fellow
David T. Weir, St. Louis Metropolitan Fellow
Linda S. Wilson, Washington University
Irene Wright, Harris Teachers College

The Program Director in 1973-74 was Gene L. Schwilck. Otis A. Jackson will be the Director for 1974-75, and Mae Spain serves as Program Secretary.

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Operational Procedures and Practices

Programs

The day-to-day operations of each Program are conducted by a Program Director, who is also a member of the professional Staff of the Foundation, and a team of assistants. The Advisory Councils, which make recommendations about new policies and procedures, and selection committees, which determine new Fellows and appointees, are comprised of persons outside the Foundation who are knowledgable about the specific area of education which the Program seeks to serve.

An information booklet, which provides more detailed information than is available in this Report, is published for each Program. In addition, the Associate Program publishes a directory listing all Associates by college and university. Another publication, *The Fellowship Directory*, provides biographical data for all recipients of Fellowships for the year. *Danforth News and Notes*, published three times a year, carries articles about current Foundation interests, explorations, and evaluations.

Grants

The Foundation Committees in Higher Education, Precollegiate Education, and Urban Affairs consider proposals which are eligible for funding under Foundation guidelines. The Committees are composed of professional Staff members who, after thorough investigation, either make final determination regarding funding or recommend funding to the Trustees.

Those seeking support from the Danforth Foundation are advised to look elsewhere if (a) their projects seem to fall outside the guidelines of the work of the Foundation, or (b) the amount requested is quite small and thus might be provided by a local family fund or charitable trust, or (c) the applicant has need of getting an answer within a period of a few days.

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Grant Proposal Format

In submitting a proposal the following information should be included: the aims of the project, the methods and procedures to be used, the personnel and financial resources available and/or needed, and evidence of tax-exempt status (including whether or not the organization is considered by the United States Internal Revenue Service to be a "private foundation"). No special format need be followed in writing the proposal and multiple copies are not necessary. Grant proposal material becomes the property of the Foundation and is not returnable. A proposal from an individual seeking support for an institution or agency should have the approval of an administrative officer.

Only exempt activities described in section 170(c)(2)(B) of the Internal Revenue Code of 1954 are eligible to receive grants.

Limitations to the Grant-Making of the Foundation

The Foundation, by policy, does not make support available in the following areas:

- Endowment and capital grants
- Operating budgets
- Fund-raising programs
- Matching grants
- Buildings and equipment
- International education
- Projects outside of the United States
- Research
- Financial support systems of schools and colleges
- Faculty salaries
- Cultural activities
- Publications
- Audio and visual media
- Visiting lecturers and professorships
- Planning grants
- Individually-oriented grants (other than those awarded through programs administered by the Foundation)
- Undergraduate or graduate scholarships and fellowships (other than those administered by the Foundation)
- Honors programs
- Institutional self-studies
- Educational conferences, meetings, and seminars (except those sponsored by the Foundation)
- Denominational religious programs and teaching of religion by non-collegiate agencies
- Churches and church agencies (with the exception of church-related schools and colleges)

- Collegiate institutions not accredited by the appropriate regional association
- Professional schools and educational programs
- Preschool and elementary education
- Informal educational programs of community, welfare, and social service agencies

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Danforth
Foundation
Grants

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Alabama Consortium for the Development of Higher Education *Development of a communication network among seven Alabama colleges and universities*	$ 60,000	$	10,000	
American Association for Higher Education *Service and resource program for institutional cooperation in higher education*	80,000		25,000	$ 20,000
American Association of School Administrators *To establish a program of mid-career education for school administrators*	500,000		160,000	115,000
American Society of Planning Officials *Assessment of seven cities of process for reaching community consensus*		$ 95,600	95,600	
American Universities Field Staff *Program of conferences for young Asian scholars*	70,000			35,000
Association for Supervision and Curriculum Development *Dialogues to reexamine values and instructional goals*		20,300	20,300	
Association of American Colleges *Extension and expansion of the Project on the Status and Education of Women*	200,000		70,000	90,000
Berea College *Development matching grant*	5,000,000		2,236,811	2,321,501
The California State University and Colleges *Promotion of continuous educational innovation*		5,000	5,000	
University of California, Santa Cruz *Programs for graduate teaching internships in residential colleges (See Teaching Internship Programs)*	193,575		56,218	25,520
Carnegie-Mellon University *School program in moral development and moral education*		151,949	27,630	124,319

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Centers for Teaching Effectiveness *Series of grants for the support of centers to encourage excellence and innovation in undergraduate teaching. (See Empire State College)*			(a)	
Centers for Teaching and Learning In a Democratic Society *Series of grants to establish regional centers on issues of faculty concern and development (See Empire State College)*		1,854,310(b)		
Chatham College *New program for women*		80,000	40,000	40,000
Committee for Economic Development *Project on "Management and Financing of Colleges"*	150,000		25,000	
Constitutional Rights Foundation *Establishment of a midwest consulting office and extension of the national consulting service*	226,000		77,650	81,650
Program to broaden leadership roles in juvenile criminal justice systems		10,000	10,000	
Consultations in Campus Ministry *Series of activities to investigate opportunities to advance campus ministry as a profession.*		115,000	6,836(c)	105,000
Coro Foundation *Establishment of an internship program in public affairs in St. Louis*	600,000		125,000	350,000
Council for American Private Education *Extension of services to member schools*	60,000		20,000	20,000
Council of Southern Universities *Southern Fellowships Funds: a program of faculty recruitment, support and development for predominantly Negro colleges*	5,000,000		85,135	101,764
Extension of earlier grant	1,000,000			1,000,000
County Open Housing *Program to increase access of minority groups to housing opportunities throughout metropolitan St. Louis area*	10,000		10,000	

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Danforth Foundation-Sponsored Precollegiate Education Activities *National study for better relationships between high schools and colleges*	8,000			(d)
Danforth Foundation-Sponsored Urban Activities for the St. Louis Community *Exploration of new urban development programs in the St. Louis area*	5,000		159	(d)
Davidson College *Cross-disciplinary teaching and learning project*		25,000	25,000	
Eden Theological Seminary *Establishment of program for black urban ministries*	27,000		13,500	
Educational Confederation of St. Louis *Educational services to public and independent alternative schools in metropolitan St. Louis*	175,000		60,000	40,000
Empire State College *State University of New York* *Establishment of a regional center to study issues of faculty concern and development* *(See Centers for Teaching and Learning in a Democratic Society)*		245,690		245,690
Program to encourage excellence and innovation in undergraduate teaching		60,000	60,000	
Federation of Regional Accrediting Commissions of Higher Education *Program to develop new criteria and techniques for the evaluation of institutions and programs*	114,000		38,000	38,000
Fund for Peace *Fellowship program for international peace and world order studies*	330,000		110,000	110,000
Greater St. Louis Committee for Freedom of Residence *Program of open housing in metropolitan St. Louis*	60,000		25,000	
Harris Teachers College *Establishment of field-centered, preservice, and inservice teacher education program*		300,000	100,000	200,000

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Harvard University *Program in moral development and moral education*		260,896	84,879	176,017
Indiana University *Consultation services to Precollegiate Education Committee of the Danforth Foundation*		15,000	7,500	7,500
Inroads, Inc. *Program of counseling services for minority high school students in preparation for college work and summer internships in businesses*		9,000	9,000	
Martin Luther King, Jr. Memorial Center, Inc. *Educational activities of the Center relating to Atlanta area colleges and universities*	50,000		25,000	
Learning Center, St. Louis *Program to provide inservice education for teachers, students and citizens of schools in St. Louis metropolitan area*	250,000		75,000	75,000
Metropolitan Association for Philanthropy, Inc. *Support of Association activities*	6,250		1,250	5,000
Metropolitan Housing Corporation, St. Louis *Group effort to provide a coordinated mechanism for more rapid development of new and rehabilitated housing for low- and moderate-income families*	233,070		39,690	
Missouri Bar Association Foundation *State-wide program to assist educators teach the law and civic responsibilities more effectively*	125,000		25,000	25,000
University of Missouri-St. Louis *University Year for Action Program*	20,000		10,000	
National Association of Secondary School Principals				
Staff and school reorganization project for 33 demonstration schools	1,033,000		80,000	117,500
National program of inservice education for secondary school principals	142,500		47,500	

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Ottawa University *Establishment at Kansas University of an educational center*		25,000	25,000	
Precollegiate Education Project *Investigation and consultations to the Precollegiate Education Committee*		25,000	17,900	7,100
Princeton University *Instructional program for Undergraduate Fellows and Junior Faculty Fellows from predominantly black colleges*		175,200	87,600	87,600
St. Louis Board of Education *Inservice education for administrators* *Inservice education of staff of new Evaluation Division* *Development and implementation of a management and instructional information system*	15,000	 2,000 185,426	9,280 2,000 69,671	(d) 115,755
St. Louis Regional Commerce and Growth Association *Analysis of region's economic and growth conditions* *Research and Development Council activities*		150,000 10,000	150,000 10,000	
St. Louis-St. Louis County Junior College District *Consultation on improved articulation between precollegiate and post-secondary institutions*		17,500	17,500	
St. Louis-St. Louis County White House Conference on Education *Coordination of a community-wide program in education*	100,000		50,000	25,000
Saint Louis University *Matching Endowment grant*	20,000,000		20,000,000(e)	
Society for Religion in Higher Education *Operations and activities of the Society's regional conferences on college teaching*	200,000	 24,000	20,000 12,000	60,000 12,000

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Southern Association of Colleges and Schools *Administration of combined programs of Southern Association and College Entrance Examination Board for Negro youth in selected metropolitan centers—Education Improvement Program*	900,000		45,000	
Teaching Internship Programs *Series of grants to graduate schools for teaching internships as an integral part of the doctoral program for persons preparing for college teaching. Grants have been made to the following universities: University of California, Santa Cruz; Duke; Emory; Michigan; Virginia; Washington (Missouri); and Yale. Grants for internships at liberal arts colleges have been made to Antioch, Briarcliff and Earlham Colleges and the University of Chicago.*	(Amounts still being paid are listed under names of individual institutions)			
Team Four, Inc. *Consultation services to Urban Affairs Committee*		22,400	11,200	11,200
Consultation with American Society of Planning Officials in project to assess consensus-forming process in cities		11,000	11,000	
Texas College *Support of Danforth Distinguished Visiting Professor Program*		6,000		6,000
United Ministries in Higher Education *Two Regional Church-University Centers for Latin American Policy Study*	30,000		10,000	10,000
Vanderbilt University *Project of ministry in higher education*		7,500	7,500	
University of Virginia *Teaching intership program in English (See Teaching Internship Program)*	198,000		7,776	
Washington University *Matching Endowment Grant*	60,000,000		60,000,000(e)	
Webster College *Challenge grant for financial and future academic development needs*	1,400,000		241,503	

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	Grants Awarded to Specific Project prior to 6/1/73	Grants Awarded 6/1/73 thru 5/31/74	Grant Payments made 6/1/73 thru 5/31/74	Payments Remaining to be made as of 6/1/74
Western Association of Schools and Colleges *Study of proposed consolidation of Western and Northwest senior college accrediting bodies*		60,264	60,264	
Miscellaneous Grants			2,623	
TOTAL GRANTS PAID IN 1973-74			$84,810,475	
Grant Refunds in 1973-74			(21,219)	
NET GRANT PAYMENTS IN 1973-74			$84,789,256	

(a) Funds uncommitted at the end of the 1974 fiscal year were diverted to Centers for Teaching in a Democratic Society.

(b) $2,100,000 was authorized; $1,854,310 remained unallocated at the end of the 1974 fiscal year.

(c) Unexpended portion of amount which was allocated for expenditure during 1974 fiscal year does not carry forward.

(d) Unexpended balance of grant canceled at end of authorized expenditure period.

(e) The Danforth Foundation-Saint Louis University Matching Fund and the Danforth Foundation-Washington University Matching Fund were created by the Foundation on July 1, 1973, with the Foundation as trustee of each, by the segregation of assets into separate accounts for the benefit of Saint Louis University and Washington University, respectively.

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Financial Statements

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Statement of Assets, Liabilities and Fund Balance — May 31, 1974

Assets	
Cash	$ 361,110
Investment securities (Quoted market value $111,818,255) (Note 1)	37,861,120
	$38,222,230
Liabilities and Fund Balance	
Federal excise tax payable	$ 97,875
Payable under matching gift grants	89,488
Fund balance	38,034,867
	$ 38,222,230

Statement of Income and Fund Balances for the Year Ended May 31, 1974

Income:	
From securities	$ 2,426,390
From trusts	77,481
	2,503,871
Expenses:	
Programs administered by the Foundation (Note 2)	4,556,980
Grants (Note 3)	84,789,256
Federal excise tax on net investment income	98,000
Administrative expenses (Note 2)	360,153
Investment expenses	47,267
	89,851,656
Excess of expenses over income	(87,347,785)
Net gain (loss) on sale or maturities of securities	(2,652,816)
Net gain on grant of securities to Washington University and Saint Louis University	52,943,097
Receipt of stock (Note 4)	10,125,487
Fund balance, beginning of year	64,966,884
Fund balance, end of year	$38,034,867

Notes to Financial Statements

1. Assets purchased by the Foundation are stated at cost and assets received as gifts are stated at the estimated values at date of acquisition.
2. During the 1974 fiscal year the total administrative expenses of the Foundation have been allocated between the programs administered by the Foundation ($380,775) and the general administration of the Foundation based primarily upon time spent on the programs.
3. In March, 1973, the Foundation offered to make transfers in trust in the amounts of $60 million and $20 million for the benefit of Washington University and Saint Louis University, respectively. The transfers were effected on July 1, 1973 by the creation of the Danforth Foundation-Washington University Matching Fund and the Danforth Foundation-Saint Louis University Matching Fund, with the Foundation as trustee of each.
4. On May 19, 1974, 228,180 shares of Ralston Purina Company stock were distributed to the Foundation as remainderman of a charitable remainder trust created by William H. Danforth in 1935.

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Programs Administered by the Foundation
For the Year Ended May 31, 1974

	Stipends Tuition and Fees	Conferences and Other Assistance	Selection and Printing	Other	Administrative Expenses	Total
Danforth Associates	$ 78,576(1)	$ 279,779	$ 2,616	$46,294	$ 56,134	$ 463,399
Danforth Graduate Fellowship Program						
Danforth Fellowships	1,871,169	45,858	45,050	1,050	128,947	2,092,074
Kent Fellowships	466,691	31,840	33,480	750	44,163	576,924
Joint Expenses		86,915	17,461	6,578	4,297	115,251
Program in the Campus Ministry	97,67[illegible]	11,060	16,839	2,770	16,076	144,422
Workshop on Liberal Arts Education	58,94[illegible](2)		1,728	30,178(3)	19,585	110,432
Graduate Fellowships for Women	213,405	18,198	20,010	500	24,351	276,464
Short-Term Leave Grants for College and University Administrators	14,427					14,427
St. Louis Metropolitan Fellowships	172,418				19,422	191,840
Community College Institute		44,150	1,358	40,472	13,322	99,302
St. Louis Metropolitan Leadership Program	63,720	536	885	4,831	9,396	[illegible]9,368
Institute for College Development		1,136	398	184	12,509	14,227
Predominantly Black Institutions Program	225,000	9,421			13,300	247,721
School Administrators Internships	15,142	45,615	426	24,804	15,053	101,040
Program Exploration & Miscellaneous				25,869	4,220	30,089
						$4,556,980

(1) Grants, perquisites and projects fund
(2) Stipends and hospitality
(3) Leadership of Workshop

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Report of Independent Accountants

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One Memorial Drive
St. Louis, Missouri 63102
July 31, 1974

To the Board of Trustees
The Danforth Foundation

We have examined the accompanying statement of assets, liabilities and fund balance of The Danforth Foundation as of May 31, 1974 and the related statement of income and fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of cash and securities owned by correspondence with the depositaries and custodians or examination of securities.

The accounts of the Foundation are maintained generally on a cash basis and accordingly do not reflect accrued interest, dividends receivable, or unaccrued expenses. The method of accounting for administrative expenses was changed as described in Note 2 to the accompanying statements.

In our opinion, the statements examined by us present fairly the recorded assets and liabilities, and the fund balance of The Danforth Foundation at May 31, 1974 and the income collected and expenses accrued or disbursed for the year then ended, in conformity with the basis described in the preceding paragraph, presented on a basis consistent with that of the preceding year except for the change, with which we concur.

PRICE WATERHOUSE & CO.

Securities Held—May 31, 1974

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	Principal amount	Book amount	Quoted market value
Notes:			
Chemical New York Corporation Demand Notes, 5-7/8%—6-1/8%	$ 83,000	$ 83,000	$ 83,000
Corporation Bonds:			
Quebec Hydro-Electric Commission, 5% debentures, 1988	99,000	97,207	64,598
Trailer Train Company, 4.8% conditional sales agreement, 1982	40,889	40,851	31,076
Tremarco Corporation 5% debentures, 1983	22,000	22,000	18,480
	Shares		
Common Stocks:			
Air Products & Chemicals	26,900	687,927	1,429,063
American Express Company	24,500	1,517,324	934,063
American Home Products	39,400	981,195	1,625,250
AMP Incorporated	39,000	704,816	1,638,000
Burroughs Corporation	16,000	984,796	1,636,000
Carnation Company	16,600	1,100,857	993,925
Caterpillar Tractor Company	23,000	1,221,414	1,391,500
Coca-Cola Company	6,800	657,904	728,450
Eastman Kodak Company	8,000	1,057,362	847,000
Hewlett-Packard Company	15,900	683,632	1,397,212
International Business Machines Corporation	2,454	384,230	521,475

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	Shares	Book amount	Quoted market value
International Flavors and Fragrances Incorporated	36,600	789,375	1,358,775
J. Ray McDermott & Co., Incorporated	19,000	647,545	1,033,125
Johnson and Johnson, Incorporated	14,000	1,459,897	1,610,000
Eli Lilly & Company	21,000	1,257,665	1,580,250
McDonnell Douglas Corporation	38,000	899,765	608,000
NLT Corporation	281,287	4,043,500	4,043,500
Perkin Elmer Company	31,000	1,008,677	968,750
Pfizer Incorporated	38,500	1,505,983	1,357,125
Ralston Purina Company	1,867,215	11,319,805	81,924,058
Schlumberger Ltd.	10,000	1,180,879	997,500
Scudder Development Fund	14,000	869,913	535,080
Sears, Roebuck & Company	12,000	1,317,262	1,000,500
Xerox Corporation	12,500	1,336,339	1,462,500
		$37,861,120	$111,818,255

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